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USAGE OF ICT TOOLS IN THE TEACHING AND LEARNING PROCESS IN THE TECHNICAL AND VOCATIONAL SECTOR: TECHNOLOGY ACCEPTANCE MODEL (TAM) APPROACH

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Abstract: Information and Communication Technology (ICT) in the digital age plays a vital role in the educational sector worldwide. Many ICT tools greatly contribute to various activities in the educational sector. However, the question remains whether teachers accept or reject ICT integration in the teaching and learning process. This study aims to examine the teachers' attitudes toward the use of ICT in the teaching and learning process. This study used a modified Technology Acceptance Model (TAM) to explore the relationship between teacher attitudes towards the use of ICT and the actual use of ICT. This model consists of four core constructs and seven external variables. The volunteer sampling method was adopted to choose the participants. The data collection was done through the distribution of online and printed questionnaires. Questionnaires were distributed among the teachers from five institutions. Data analysis was conducted using SPSS version 25. The study indicates that four out of seven external variables were supported by the model. The study shows that Job Relevance (JR) had a greater effect on the attitude towards use (ATU) than on Perceived Ease of Use (PEOU) and perceived usefulness (PU). Further, the study revealed that teachers' attitudes towards the use of ICT had a positive and significant influence on actual ICT use. The study found that teachers' attitudes and relevant jobs played a major role in the usage of ICT in technical and vocational education contexts.

Keywords: ICT, Job relevance, TAM