

# Teacher Educators' Perception towards Information and Communication Technology

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## Abstract

The main aim of this research is to study the teacher educators' perception towards information and communication technology in the Universities of Education. This study was conducted in the two universities of education. The participants were 297 teacher educators in the academic year 2022-2023. One of the quantitative research designs, the descriptive (survey) design was used. As a research instrument, the Technology Acceptance Model (TAM) questionnaire developed by Davis, Bagozzi and Warshaw (1989) was used. The questionnaire was comprised of 24 Likert scale items under four subscales: perceived usefulness (U), perceived ease of use (EOU), attitude towards using (A) and behavioral intention (B). The internal consistency (Cronbach's Alpha) for the questionnaire was 0.71. The collected data through this questionnaire were analyzed by using the descriptive statistics and Pearson's product moment correlation. Concerning research findings, the majority of teachers strongly perceived the usefulness of ICT in teaching positively ( $M = 24.60$ ,  $SD = 2.450$ ). Also, most respondent perceived ease of using ICT in teaching. It was observed that there were positive inter-correlations among the subscales of teacher educators' perception towards information and communication technology. It can be interpreted that if the teacher educators' perception towards ICT in one subscale is high, the teacher educators' perception in other subscales will be high. Therefore, It is hoped that this study will make a number of contributions to the improvement of teacher education in Myanmar.

**Keywords:** Perception, Educational Technology, Information and Communication Technology, Teacher Educator, Teacher Education

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