A COMPARATIVE STUDY OF STUDENTS' SELF-EFFICACY FOR THE USE OF EDUCATIONAL TECHNOLOGY ACCORDING TO THEIR DEMOGRAPHICS IN THE MBA FAST TRACK PROGRAM AT THE GRADUATE SCHOOL OF BUSINESS, ASSUMPTION UNIVERSITY OF THAILAND

Myo Han Htun

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Education of Administration Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2015
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ASSUMPTION UNIVERSITY OF THAILAND

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A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
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in Curriculum and Instruction
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Thesis Title: A COMPARATIVE STUDY OF STUDENTS’ SELF-EFFICACY FOR THE USE OF EDUCATIONAL TECHNOLOGY ACCORDING TO THEIR DEMOGRAPHICS IN THE MBA FAST TRACK PROGRAM AT THE GRADUATE SCHOOL OF BUSINESS, ASSUMPTION UNIVERSITY OF THAILAND

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Field of Study: CURRICULUM & INSTRUCTION

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Key Words: STUDENTS’ SELF-EFFICACY, EDUCATIONAL TECHNOLOGY, THE MBA FAST TRACK PROGRAM, ASSUMPTION UNIVERSITY OF THAILAND

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Thesis Advisor: DR. YAN YE

This study aimed to identify and compare students’ self-efficacy for the use of educational technology according to their demographics of 215 students from semester 1/2015, 2/2015 and 3/2015 in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. The study was conducted in academic year 2015. The study used quantitative and comparative research methodologies. This study had three objectives. The first objective was to identify the students’ demographics in the MBA Fast Track Program. The second objective was to identify students’ self-efficacy for the use of educational technology in the MBA Fast Track Program. The third objective was to compare students’ self-efficacy for the use
of educational technology according to their demographics: age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. The researcher used a questionnaire based on Bandura’s Self-efficacy theory to address students’ self-efficacy for the use of Educational Technology to the MBA Fast Track Program’s students at the Graduate School of Business, Assumption University of Thailand. This research concluded that there were no significant differences of students’ self-efficacy for the use of educational according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Field of Study: Curriculum & Instruction

Graduate School of Education

Academic Year 2015

Student’s signature .................

Advisor’s signature .................
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Conceptual Framework of this Study
CHAPTER I

INTRODUCTION

This chapter presented a brief background of the study, a statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, Bandura’s self-Efficacy theory, conceptual framework, scope and limitation of the study, definitions of terms, and significance of the study.

Background of the Study

Technology became vital part of the education in modern history. Education shaped Technology and rapid changes in Technology shaped Education alternatively for the past decades. Technology advancement and the enhancement of computing power ignited enormous learning capabilities for newer generations, their teaching and learning styles. The technology has been part of the education in almost aspect and seen as an engine to change in higher education context (Jiamton & Sills, 2005). The emergence of computing devices such as personal computers, the empowerment of software technology such as CAI (Computer Aided Instruction), Office suite programs and Multimedia software, and the blooming of Internet and mobile devices changed our mother nature of teaching and learning.

In 21st century, students are required to have the new knowledge about the advanced technologies, which are “the must” ability of using varieties of computer software and applications in presenting their understanding and idea within the learning contexts. Moreover, it is also essential to know how to use computer hardware and software, mobile devices and mobile application and access various
kinds of information and learning sources from different locations via Internet access. These can be attained by their self-efficacy and motivation for expanding their knowledge, abilities and learning purpose so called lifelong learning.

The fundamental, as well as the most important step to accomplish any important task in our life is to have the sense of confidence and the belief in our capabilities, which is known as Self-efficacy. Self-efficacy, which is originally derived from Social Cognitive Theory, and introduced by Bandura. Self-efficacy is the presence of confidence in self-competence in order to accomplish the tasks (Bandura, 2001). It is therefore regarded that self-efficacy influences the manners and attitude of people. With the prior thought of doubtfulness in their ability, the person is likely to avoid initiating the work. According to Bandura (2001), self-efficacy and motivation could be similar in theory because they both can determine the behavior of individuals. Every individual has different self-efficacy in education and academic achievement in terms of different demographic factors such as age, race, sex, socioeconomic and political situation. Students with higher self-efficacy and motivations have higher interests in improving their academic achievements.

Assumption University is one of the prestigious universities in Thailand and well known for offering international degree programs. For technology innovation and University’s high expectation for better academic outcomes to meet 21st century knowledge and skills, and lifelong learning; Assumption University integrated and implemented the utilization of Educational Technology into their institutions ranging from traditional classroom programs, lab-training programs to online learning (or) eLearning programs.

Assumption University uses English as the official medium of instruction and it has a large network of international institutions of higher learning for scholastic
exchange and research programs. The University has almost 20,000 students and a large number of them are foreign students from 75 countries of the world. Assumption University is also well known for business administration programs: Bachelor, Master's and Ph.D. and it also has a high caliber faculty which is composed of recognized international community of scholars and professionals from different fields of business and many government organs representing the diverse academic disciplines. These arrangements help considerably in bringing students into close touch with pragmatic aspects of life (Assumption University, 2016).

Master of Business Administration (MBA) programs in Assumption University are the most main stream and prestigious programs among other Master’s degree programs and are well known for providing business entrepreneurs in all kind of Small and medium-sized enterprises (SMEs) in Thailand and worldwide. Students from various demographics: age, gender, nationality, working status and different educational backgrounds came and studied their interests in different kinds of MBA programs. MBA classrooms used various kinds of technology as tools to facilitate for lecturers and students to make meaningful teaching and learning. For example, the classrooms are equipped with overhead projects, computer, both cable and high-speed wireless Internet connection, Learning Management Systems (LMS) and mobile apps.

The researcher is interested to compare students’ self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program, which is one of the MBA (Master of Business Administration) programs in the Graduate School of Business, Assumption University as the contribution to Assumption University and learning societies.
Statement of the Problem

As an International University, the Graduate School of Business, Assumption University of Thailand accepted international students for its Master of Business Administration (MBA) programs and a large number of them are foreign students from all over the world. MBA programs accepted students from various educational backgrounds as their previous studies such as Business, Economic, Management, Engineering, Laws, Tourism, Architecture, Design, IT and Arts with varieties of teaching and learning contexts and educational systems. MBA programs have common criteria for accepting their students as general or admission requirements such as students must have at least GPA 3.0 in their previous studies, good command in English and computer literacy. Students can present previous studies’ transcripts (GPA) to prove and their English skills by taking exam or submitting their current TOEFL or IELTS exam results.

MBA programs mentioned computer literacy is a part of admission requirement but there is no standardized computer literacy test related to educational technology during the admission processes. Many students are simply admitted after submitting required documents from their previous studies, TOEFL or IELTS exam score results and passing English literacy test. MBA programs used educational technology as teaching and learning tools in which students present their understanding and idea with PowerPoint presentation and the findings from survey as data inputs in statistical analysis software.

This researcher wants to know students’ self-efficacy on educational technology during their studies because their previous backgrounds of educational technology or present knowledge about educational technological tools such as latest computers, mobile devices, mobile application and Learning Management System
(LMS) which are generally used in MBA programs may encounter and effect to their students and achievements.

Also, the researcher assumes that students coming from different kinds of social status, economic and political situation may have the different self-efficacy in educational technology. Therefore, students of MBA programs from different demographics, various teaching and learning contexts and previous educational background may have differences in self-efficacy in educational technology.

The researcher conducted this research to students from the MBA Fast Track Program, which is one of the MBA programs at the Graduate School of Business, Assumption University of Thailand to understand more about their self-efficacy in educational technology.

**Research Questions**

The following are research questions for this study.

1. What are the students’ demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

   1.1. What is the students’ age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

   1.2. What is the students’ gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

   1.3. What is the students’ nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?
2. What is the students' self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

2.1. What is the students' self-efficacy for the use of educational technology: general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

2.2. What is the students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

2.3. What is the students' self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

2.4. What is the students' self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

2.5. What is the students' self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?
2.6. What is the students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

3. Are there any differences in students’ self-efficacy for the use of educational technology according to their demographics: age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

3.1. Is there any difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

3.2. Is there any difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?

3.3. Is there any difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand?
Research Objectives

This study examined the students’ self-efficacy for the use of educational technology according to their demographics. The following are research objectives for this study.

1. To identify the students’ demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
   1.1. To identify the students’ age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
   1.2. To identify the students’ gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
   1.3. To identify the students’ nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2. To identify students’ self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
   2.1. To identify students’ self-efficacy for the use of educational technology: general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
2.2. To identify students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.3. To identify students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.4. To identify students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.5. To identify students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.6. To identify students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3. To compare students’ self-efficacy for the use of educational technology according to their demographics: age, gender and
nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3.1. To compare students’ self-efficacy for using educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3.2. To compare students’ self-efficacy for using educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3.3. To compare students’ self-efficacy for using educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Research Hypotheses

The following are research hypotheses for this study.

1. There is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2. There is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
3. There is a significant difference in students' self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Theoretical Framework

The purpose of this study is to find students' self-efficacy in educational technology. Since the research is students' individual self-efficacy based on their understanding and abilities of educational technology so the researcher used Bandura's Self Efficacy Theory to express one's belief in one's own ability to perform tasks in specific situations. There are many relevant literature and researches described about self-efficacy for the use of educational technology in various kinds of teaching and learning contexts.

Bandura's Self-Efficacy Theory

The fundamental as well as the most important step to accomplish any important task in our life is to have the sense of confidence and the belief in our capabilities. This is known as self-efficacy, which was initially introduced by Bandura (Bandura, 1977). A significant numbers of educational research associated with self-efficacy and motivation studies evaluated the effect of self-efficacy and motivation indicated students who gained high self-efficacy showed higher persistence in accomplishing the given tasks compared to those with low self-efficacy (Bandura & Schunk, 1981). The similar finding showed students with high self-efficacy put longer constant effort and received outstanding results of challenging arithmetic problems opposed to those with low self-efficacy (Schunk, 1981).
Moreover, other studies explained that the students' abilities did not affect their level of achievement whereas their lack of self-efficacy caused the poor achievement (Collins, 1982). This finding is further supported by the study of Bouffard-Bouchard, 1990, which found that students with high self-efficacy performed better in solving the problems, improved the quality of problem-solving strategies than those with equivalent cognitive abilities and low self-efficacy.

Studies show students with self-efficacy receive higher interests in improving their academic achievements. Self-efficacy may be influenced by different demographic factors such as age, race, sex and socioeconomic status in terms of education and academic achievement. It is also suggested that the individuals' hobby, the previous experience, the environment where they have been raised will affect the self-efficacy of particular subject. The college students who are studying business administration were examined for gender differences in self-efficacy and academic performance of marketing, organizational behavior, accounting, computing, mathematics and statistics subjects (Busch, 1995). The study compared gender differences and it showed female students expressed the lower self-efficacy in computing and marketing subjects but higher self-efficacy in statistics. However, no gender difference was observed in academic performance except for the statistics where female surpassed the male students. The reason that lower the self-efficacy in female students in computing subject might be the previous experience in using the computers. According to Cooper, boys started using the computer from their early ages to play games whereas the girls were taught to avoid them (Cooper, 2006). Therefore, the male students already earned the experiences in dealing with the computers at the time they reached the academic environment and thus the familiarity gives them the greater confidence and self-efficacy in computing.
Conceptual Framework

Figure 1 is the conceptual framework of this research based on the researcher’s objectives and theory that he used. This researcher aims to identify variables such as student’s demographics, to identify students’ self-efficacy by given a set of questionnaire. Then the researcher will compare the level of students’ self-efficacy between student demographics and educational technology. The researcher will use students from the Master of Business Administration programs under the Graduate School of Business, Assumption University of Thailand.

Figure 1. Conceptual framework.
Scope of the Study

The study focused on the students’ self-efficacy for the use of educational technology in the MBA Fast Track Program which was one of the MBA programs at the Graduate School of Business, Assumption University of Thailand.

The population sample of 215 students was the total population of students from semester 1/2015, 2/2015 and 3/2015 of the MBA Fast Track Program. The researcher conducted this research during semester 3/2015 (May 2016 to August 2016).

The study focused to identify and compare the students’ self-efficacy for the use of educational technology in the MBA Fast Track Program according to their demographics, including their age, gender and nationality.

The questionnaire created for this study was related to Educational technology in this study was technological tools, which was commonly used by MBA students such as word processing, Spreadsheet, PowerPoint, learning management system (LMS), library website, search engine, mobile, cloud computing, and cloud storage.

Definitions of Terms

For better understanding of this study, the following terms were operationally defined:

Educational Technology: General: Self-efficacy of MBA students’ background knowledge, their understanding, and systematic, effective and practical use of technological tools such as computer hardware: laptops and desktop computers, software, mobile devices: tablets, iPad, iPhone, smart phones, multimedia CD, apps, Internet, content management systems and learning management systems during their
studies in MBA program. Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 measured this in the questionnaire.

Educational Technology: Internet, Email, Search Engine, Library

Website, Content Management Systems (CMS), Learning Management Systems (LMS) and Social Networks: Students’ self-efficacy for using Internet as vital communication channels for learning and communication purposes during their studies inside classroom or outside classroom. Items 16 and 17 measured this in the questionnaire. Students’ self-efficacy for using email as technological tool for messaging, sending and receiving electronic means of lecture notes and assignments such as plain text files, Microsoft Word documents, PowerPoint files and PDF. Items 20 and 21 measured this in the questionnaire. Students’ self-efficacy for using search engine such as Google or Bing or Yahoo effectively with keywords to search a piece of information or articles, journals and books for their learning purposes, writing assignments or researches. Items 18 and 19 measured this in the questionnaire. Students’ self-efficacy for using Assumption University’s library website to look for academic books, journals and articles and digital formats such as e-books, e-journals, e-newspapers and e-articles via library’s database and search engine because library has connections with other academic libraries and it provides the lists of tutorials and learning materials for the best practices for students and teachers. Items 18, 19 and 20 measured this in the questionnaire. Students’ self-efficacy for using Content Management System (short form CMS) which runs on Internet browsers and allows publishing any kinds of digital contents such as articles, videos and images depend on objectives of the publishers. For example, students can use it as personal blog about themselves, article blogs for sharing knowledge or e-Commerce for selling goods and items online. Item 22 measured this in the questionnaire. Students’ self-efficacy for
using learning management system (LMS) in MBA program as their teaching and learning purposes such as uploading and downloading course materials, submitting assignments, watching lecture videos and checking their exam results. Item 23 measured this in the questionnaire. Students’ self-efficacy for using social networks such as facebook and linkedin websites as virtual communities and create private and public groups to make their own interests and forums among its own community members not only for communication purpose but also for educational purposes such as sharing information, activities, images, photos and digital contents such as files and files. Item 24 measured this in the questionnaire.

**Educational Technology: PowerPoint and Authoring Tools:** Students’ self-efficacy for using PowerPoint, a computer program from Microsoft Corp. to compose their idea and summary of their studies, finding or lecture notes as texts, graphics, images, photos and videos to present as still image or animation. Items 30, 31, 32, 33 and 34 measured this in the questionnaire.

**Educational Technology: Spreadsheet and Statistical Software:**
Students’ self-efficacy for using Spreadsheet and statistical software as common computer software for numerical related data manipulation and statistical analysis of research data to present their interpretations of their research finding into visualized formats such as tables, bar graphs, line chart and pie charts. Items 35, 36, 37, 38, 39 and 40 measured this in the questionnaire.

**Educational Technology: Mobile and Cloud Computing:** Self-efficacy of MBA students’ background knowledge, their understanding, and systematic, effective and practical use of mobile, smart phones and mobile apps for learning purpose to create, store, share and edit their digital medium documents: assignments, homework, research or thesis in online storages such as Google Drive or Dropbox.
rather than saving in their local computers or laptops. Self-efficacy for using mobile and cloud computing for storing, sending or sharing documents with friends or classmates and work together on the same documents by using cloud based applications for collaborative learning purpose. For example, students can share their group works and edit together for their group presentation PowerPoint at the same time in Microsoft Office 365. Item 28, 33, 39, 45, 46, 48, 49, 50 measured this in the questionnaire.

**Educational Technology: Word Processor:** Students' self-efficacy for using Word processor especially (Microsoft Word) for educational purposes such as writing, editing, formatting, store and retrieval, formatting, editing their assignments and having knowledge of how to share their documents with friends or classmates and work together at the same time as collaborative learning purpose. Items 25, 26, 27, 28 and 29 measured this in the questionnaire.

**Students’ Demographics:** Students’ demographic mean MBA students’ age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

- **Age** refers to the life span of students in the MBA Fast Track Program form their birth to until the present time. There are three age groups:
  1) Age between 20 to 27, 2) 28 to 35 and 3) above 35.

- **Gender** refers to male and female who are currently studying in the MBA Fast Track Program.

- **Nationality** refers to Thai nationality and Non-Thai nationality in the MBA Fast Track Program.

**Self-Efficacy:** Self-efficacy which was derived from Social Cognitive theory refers to people’s self-evaluation on their capabilities that they can perform the
particular tasks to obtain the positive outcomes. Self-efficacy is an essential component of the process of motivating, achieving the goals and improving the quality of life. Items 1 to 50 measured this in the questionnaire.

**Significance of the Study**

The study provided useful information to understand the students’ self-efficacy for the use of educational technology, the technological tools commonly used in the current learning environments such as Word Processing, PowerPoint and other Authoring Tools, Spreadsheet and Statistical Software, Internet, Email, Search Engine, Library Website, Content Management Systems (CMS), Learning Management Systems (LMS), Mobile and Cloud Computing Technology during their studies.

This study also made an opportunity to know individual differences between gender, age, and nationality in other MBA programs under the Graduate School of Business, Assumption University of Thailand. This study result helped the Graduate School of Business to understand the current nature of students’ self-efficacy from different demographic and whether the university need to make any necessary learning activities or training programs to facilitate to fulfill the students who need additional training in educational technology.

This research also offered suggestions for future researchers to conduct self-efficacy for the use of educational technology in their departments or organizations to know more about their students from different contexts. This study could also help potential students from different demographics to prepare for any necessary learning or additional training programs in educational technology to get better educational outcomes during their studies at the Graduate School of Business.
Summary

In this chapter, the background and reasoning about this study, notions and important of this study have been presented. In the following chapter will be discussing the literature reviews in three different categories: Bandura’s self-efficacy theory and its relevant literature reviews, educational technology and commonly used technological tools in current learning contexts and the research filed context.
CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purpose and significant of the study. This chapter will review and present relevant literature views as three different parts.

The first part will focus on Bandura's self-efficacy theory, four main effective ways of self-efficacy, the effects of higher self-efficacy and lower self-efficacy, self-efficacy in academic, self-efficacy of demographics in education.

The second part will focus on Educational Technology and its relevant topics about educational tools commonly used in MBA program's classrooms such as Internet, email, search engine, library website, content management system (CMS), learning management system (LMS), social networks, word processing, PowerPoint, Spreadsheet and statistical software, mobile and cloud computing technology.

The third part will be literature review of historical background of Assumption University of Thailand, the Graduate School of Business and the MBA Fast Track Program.

Bandura's Self-Efficacy Theory

The fundamental as well as the most important step to accomplish any important task in our life is to have the sense of confidence and the belief in our capabilities. This is known as self-efficacy, which was initially introduced by Bandura, 1977. When we are doubtful or unconfident of our abilities, we will certainly hesitate to even try with the expectation of possible failure. People who are
lack of self-efficacy have tendencies to give up easily whenever they encounter the failures. As the consequences, they can develop barriers to themselves from challenging tasks in future. Moreover, without trying the possible ways to solve the problems, they consider that the unwanted outcomes are due to their insufficiencies. As a result, their productivities and well beings will be affected in the long run.

On the other hand, people who developed self-efficacy consider the difficult tasks as the stairs to make them reach to more proficient and successful states. They also have confidence to devote themselves in challenges and overcome the obstacles. With enough-prepared will power, they are not easily affected by the failures.

**Four Main Effective Ways of Self-efficacy**

Self-efficacy can be acquired from four main effective ways such as attaining through mastery experiences; vicarious experiences provided by social models. social persuasion and reducing people’s stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states (Bandura, 1994).

Among these, the first as well as the most important model applies learning from one’s own life experience of ups and downs, and building the confidence after overcoming the difficulties with sustained efforts. Learning how to ride a bicycle can be applied to this model. The learner will be able to master the cycling skill only after going through all the difficulties during learning. The frequency of the success in engaging the certain previous task builds the self-beliefs in opposed to the failures do (Bandura, 1977). Moreover, unlike the negative nature of response to the failures developed earlier, once the individuals successfully
established the self-efficacy, they are not prone to the effects of occasional failures which develop later (Bandura, 1977).

The second model indicates that the learners construct their self-efficacy comparing with the others' achievements who share the similarities. The model of social persuasion means that individuals earn self-efficacy by getting direct and indirect encouragement from their influential people to be able to believe in their capabilities. The leaders including classroom teachers and coaches practice the model of persuasion in order to improve the self-efficacy of their pupils and teams.

The last model implies that individuals acknowledge their status of self-efficacy by self-analyzing the physical manifestations happened during performing the challenging tasks. When the individuals experience the anxiety symptoms such as sweating, increase heart rate, excessive tremor during public talks, they likely assume that they can’t perform the task successfully. As a consequence, in future, they tend to avoid the similar situations that trigger their anxiety symptoms. In contrast, when they notice that they feel less anxious than usual in stressful situations, they will regard themselves as competent which further improves their self-efficacy.

It has been stated that one’s belief in self-efficacy affects the various factors such as setting their life goals, making career decisions, the amount of effort they put in accomplishing their tasks, means of overcoming the irrational fears, the level of resistance to stress and depression which can further deteriorate the physical health (Bandura, 1994). Self-efficacy has been applied in various fields of studies including clinical problems of phobias (Bandura, 1983) and depression (Davis and Yates, 1982), social skills (Moe & Zeiss, 1982) and on athletic performance (Lee, 1982).
The Effects of Higher Self-efficacy and Lower Self-efficacy

A significant numbers of educational research have also been performed on the association among self-efficacy beliefs, motivation and learning. The following studies evaluated the effect of self-efficacy beliefs on motivation by measuring the three factors as the indicators of motivation such as choice of activities, persistence and level of effort. Students who gained high self-efficacy showed higher persistence in accomplishing the given tasks compared to those with low self-efficacy (Bandura & Schunk, 1981). The similar finding was also achieved by Schunk, 1981, students with high self-efficacy put longer constant effort and received outstanding results of challenging arithmetic problems opposed to those with low self-efficacy. Another study investigated on students’ mathematic ability also obtained the positive correlation between high self-efficacy and ability and accuracy in solving the difficult mathematic problems (Collins, 1982). Moreover, the study explained that the students’ abilities did not affect their level of achievement whereas their lack of self-efficacy caused the poor achievement (Collins, 1982). This finding is further supported by the study of Bouffard-Bouchard, 1990, which found that students with high self-efficacy performed better in solving the problems, improved the quality of problem-solving strategies than those with equivalent cognitive abilities and low self-efficacy.

Self-efficacy for Using Education

Self-efficacy of students also receives interest in improving their academic achievements. Schunk and his colleagues assessed the students with severe academic problems to find out the cause, solution and to monitor their achievements. The direct measures such as giving knowledge about strategies and training failed to
improve the students' achievements. In contrast, an applied strategy which targeted to
develop the self-efficacy of the students improved their achievements (Schunk &
Rice, 1989). Other various researches also pointed out the positive correlation
between self-efficacy and academic achievements of undergraduate and postgraduate
college students (Galyon, Blondin, Yaw, Nalls & Williams 2012; Klomegah, 2007;
Lane & Lane, 2001; Richardson, Abraham & Bond, 2012). High sense of self-
regulatory efficacy enhanced task performance efficacy that motivated further self-
regulation to pursuit of further academic attainment (Lynch, 2013).

*Intrinsic and Extrinsic Motivation*

Self-efficacy and motivation are said to be similar in theory because they
both can determine the behavior of individuals (Bandura, 2001). Every individual has
different self-efficacy in education and academic achievement in terms of different
demographic factors such as age, race, sex, socioeconomic and political situation.
Students with higher self-efficacy and motivations have higher interests in improving
their academic achievements.

Intrinsic motivation is defined as engaging in an activity because of innate
satisfaction of oneself but not due to the desire for outcomes. The innate nature of
intrinsic motivation was initially recognized in experimental studies conducted in
animals showing that many organisms expressed the exploratory and curious
behaviors even when the rewards were excluded (White, 1959). The intrinsic
motivation determines our cognitive, social, and physical development because it is
strongly correlated with building our knowledge and skills. The studies investigating
the intrinsic motivation often used the two methods called the “free choice” measure
(Deci, 1971) and using self-reports forms of interest and enjoyment of the activity
(Ryan, 1982). The “free choice” method analyses the behavioral measure of individuals in terms of the length of time they spend for the target activity even in the absence of rewards.

Since the intrinsic motivation is an inherent organismic propensity, it cannot likely be formed but either it can be enhanced or suppressed under certain conditions, and a number of studies have performed on these conditions. According to Cognitive Evaluation Theory (CET), a sub-theory of self-determination theory, the interpersonal events and structures such as rewards, communications, feedback which cause the feeling of competence during an action can enhance intrinsic motivation for that action (Ryan & Deci, 2000). However, the feelings of competence are required to be followed by a sense of autonomy in order to improve the intrinsic motivation (Ryan & Deci, 2000). Positive performance feedback has a direct correlation with intrinsic motivation (Deci, 1971; Harackiewicz, 1979) opposed to the effect of negative performance feedback (Vallerand & Reid, 1984). External material reward (Deci, 1971) as well as immaterial factors which limit the autonomy of individuals including deadlines (Amabile, DeJong & Lepper, 1976), orders (Koestner, Ryan, Bernieri & Holt, 1984), and competitive situation (Reeve & Deci, 1996) reduced the intrinsic motivation. On the contrary, people likely to reflect higher intrinsic motivation resulted from perceived autonomy when they are provided with choices and self-determination (Zuckerman et al, 1978).

Extrinsic motivation develops when individuals are stimulated to perform a task for the reward they demand or for the punishment they need to escape from. Extrinsic motivation is usually applied in the classrooms to help students engage in the activities. In particular, students are motivated by the expectation of grades, awards and verbal compliments from teachers, and maintaining self-pride and self-
esteem. Extrinsic motivation, therefore, is different from the intrinsic motivation because of the fact that the former is controlled by the needs. Classrooms are suggested to support behavioral regulations for the students to feel connected with teachers, sense of effectiveness and act independently so that they will become more self-determined (Ryan & Deci, 2000). Motivation was a key internal force which encouraged students to achieve their targeted goals (Li & Lynch, 2016). For example, some students have their own targeted educational status, lifestyle and living style for their lives.

**Self-efficacy of Demographics for the Use of Educational Technology**

Self-efficacy may be influenced by different demographic factors such as age, race, sex and socioeconomic status in terms of education and academic achievement. It is also suggested that the individuals’ hobby, the previous experience, the environment where they have been raised will affect the self-efficacy of particular subject. The college students who are studying business administration were examined for gender differences in self-efficacy and academic performance of marketing, organizational behavior, accounting, computing, mathematics and statistics subjects (Busch, 1995). In the study, 154 students at their beginning of second year were surveyed to respond the questionnaire examining on self-efficacy regarding the subjects they had studied in their first year. Compare to the male students, female students expressed the lower self-efficacy in computing and marketing subjects but higher self-efficacy in statistics. However, no gender difference was observed in academic performance except for the statistical software where female surpassed the male students. The reason that female students have lower
self-efficacy in computing subjects might be their previous experience of using the computers.

According to Cooper, boys started using the computer from their early ages to play games whereas the girls were taught to avoid them (Cooper, 2006). Therefore, the male students already earned the experiences in dealing with the computers at the time they reached the academic environment and thus the familiarity gives them the greater confidence and self-efficacy in computing. The consistent finding was published in a recent meta-analysis of 187 studies on gender difference regarding to academic self-efficacy (Huang, 2013). Male students showed higher self-efficacy in mathematics, computer and social science subjects when compared to the female students. The higher self-efficacy could be found in female students in language art subjects. Studies on difference in computer usage related to gender difference have shown that females expressed higher computer anxiety of operating computers compared to males (Mellroy, Bunting, Tierney, & Gordon, 2001). In addition, generally males have better computer self-efficacy than females (Torkzadeh & Koufteros, 1994).

Howery (2001) stated the study revealed that the socioeconomic status effected and influenced on students’ scores but attitude and understanding of effective uses of computer technologies varied scores of students from all socioeconomic backgrounds. Sivin-Kachala (1998) stated that students improved consistently their attitudes and self-concept when they used richer educational technology as instructional materials in the classroom and achieved higher in all major subject areas.

Research conducted to 151 undergraduate students (24% were male and 76% are female and age between 17 - 20) from the Faculty of Management Sciences, Prince of Songkla University, Thailand for computer self-efficacy showed students
had moderate self-efficacy for word processing software, E-mail, Presentation
software but lower self-efficacy in statistical software. The study also showed and
supported the facts of lower level of self-efficacy in computer had lesser use than
those who had high self-efficacy (Noiwan, Piyawat & Norcio, 2005).

Another similar research conducted to 197 college students (37.1% were
male and 62.9% were female and age between 17 - 19) from different majors at
Stephen F. Austin State University (mid-size Texas public university), Texas, United
States of America for computer technology literacy showed high self-efficacy in
computer file management, word processing, presentation but lower self-efficacy in
Spreadsheet (Dufrene, Clipson & Wilson, 2010). Comparison of previous two
findings showed students in developed country like US had slightly higher self-
efficacy for the use of educational technology especially than Thailand which was
considered as developing country.

Research conducted on self-efficacy of mobile learning to 58 second-year
college students (48 males and 10 females) from engineering department, who had
minimal experience of using mobile devices for m-learning showed high self-efficacy
towards m-learning and there were no significant differences between male and
female self-efficacy in m-learning (Yang, 2012). Yang (2012) stated that male
students showed greater interest in using mobile devices for learning purpose but
female students indicated mobile devices for entertainment purpose only.

Students have also developed self-efficacy in using computers if they had
the chance to learn computer subject in their high school and university (Askar &
Umay, 2001). Furthermore, computer self-efficacy belief has been reported to
correlate with pursuing the computer-related tasks, expectation on success, positive
consistency and endurance when they encounter the troubles related to computer
performance (Murphy, Coover & Owen, 1989).

Even though, Thai schools had students’ achievements in core subject
areas in ICT education but all were below the international average (OBEC, 2007;
Klainin & Soydhurum, 2004; Klainin, 2007).

In order to make a research focused on students’ self-efficacy for the use
of educational technology, the researcher adapted the questionnaire from Howery’s
(2001) Confidence and Desired Knowledge with Educational Technologies under the
title of Teacher Technology Training: An Impact of Educational Technology on
Teacher Attitude and Student Achievement for Howery’s Doctoral thesis research.
Howery’s (2001) survey questionnaire had 25 statements to find out the confidence on
computer technologies and asked the responders to describe their confidence to all
statements during 150-hour computer literacy training program which provided the
necessary computer knowledge and skills to use computer hardware and software
programs needed to incorporate technology into the curriculum.

Generally, Howery’s (2001) survey questionnaire focused on general
knowledge, understanding and systematic use of basic principles of educational
technology such as computer hardware, software and application in year 2001. The
educational technology people used nowadays are far more advance than the
educational technology mentioned in Howery’s statements of survey questionnaire so
this researcher modified Howery’s questionnaire’s statements in order to make
suitable with educational technology that MBA students generally use in the present
time during their studies. Even though, some of the educational technology in the past
and present time are same but there are advancement and new technologies in some
area such as use of smart phone mobile devices, cloud computing, cloud based
application, social network learning activities and learning management systems which are not available in 2001.

The aim of the questionnaire was to focus on quality assurance and integrity of the students' self-efficacy for the use of educational technology such as computer hardware: computer, laptop, and mobile (smart phones) and software: word processing, authoring tools, Spreadsheet, Internet, search engine, email, learning management system (LMS) and content management system (CMS), social networks, cloud computing technology.

Educational Technology

Education and Technology have a symbiotic relationship, they enhance each other. Technology became being a part of education as teaching and learning tools. The use of technology in education can be traced back to the beginning of the motion picture era. Cuban (1986) stated: the famous inventor Thomas Edison proclaimed that "the motion picture is destined to revolutionize our educational system and that in a few years it will supplant the use of textbooks" in 1922. Edison's prediction came true because most teachers used short films and presentation films infrequently in the classroom to explain and to make better understanding for their students for past decades (Mayer & Moreno, 2002). After 50 years later from Edison's prediction, there were CAI (Computer Aided Instruction) programs for the students in the past but there were still lack of effective way of teaching and student understanding until the use of Instructional Design Theories and Principles. The revolution of the Information Technology in 21st century significantly contributed to modern society's educational standard and changed learning styles effectively after introducing to Computer and its Multimedia software with better instruction for the
past years. Then, the emergence of high speed Internet revolution made potential use of Multimedia for educational purpose and eventually created the new era of electronic learning or "eLearning".

Educational technology means the effective use of technology as a tool in teaching and learning environments (Wikipedia, 2016). Educational technology not only includes using technology: hardware such as computer, projector, printer, camera, TV and software such as computer software or mobile applications but also it includes the designing of the process of teaching and learning. It helps in creating and organizing learning environments with the use of technological tools to plan, design and evaluate curriculums (Dahiya, 2005). Generally, the nature of using educational technology is engaging in learning contexts to become more meaningful for reasoning, planning, creating, problem-solving, decision-making, communication and evaluation as social skills. These skills are currently demanded in academic environment as a must for the students to work with each other or as a team from different backgrounds to facilitate an understanding of diversity cultures and multiple perspectives. Educational Technology intrinsically motivated and encouraged students to involve actively in learning activities such as presenting their understanding and ideas from studies (Kearsley & Shneiderman, 1999).

The use of Technology in our classroom is determined by our understanding towards the learning methods and our expectations regarding the knowledge and thinking skills, which are supposed to achieve. Research reveals people who have more technology training are more likely to use technology in their classrooms, feel better prepared to use it, and rely on it more heavily than the people with less training. (S. John cited S.K. Jay (2008)) cited
studies show students in richer used of technology in teaching and learning contexts experienced greater outcomes in achievement in all major subject areas.

**ICT, Information and Communication Technology**

21st Century teaching and learning for skills is essential to meet the demands of internationally developed competitive education system all over the world. Use of ICT, Information and Communication Technology is a vital part of teachers and students to accomplish the development of 21st Century Skills including collaborative approach, which will ensure social interactions to achieve learning outcomes (Partnership for 21st Century Skills, 2011). Information Technology (IT) includes high speed Internet and wireless communication infrastructures, accessing information and course materials through online learning management systems, technology for visual presentation and artificial intelligence (Ball & Levey, 2008). Information Technology in education is defined as perfect tool for educational needs and problem solving (Ball & Levey, 2008; Roblyer, 2006).

Information and Communication Technology (ICT) become one of the basic building blocks for modern societies’ all aspects of economic and social life. The integration of ICT in education, ICT subjects and curriculums help better planning and policy making for nationwide professional development in various kinds of sectors to slow down and closing the gap between the institutions and countries (UNESCO, 2002). ICT curriculums such as using computer and managing files, word processing, PowerPoint, Spreadsheet, database, programming courses were introduced in secondary school level nowadays.

The Ministry of the Education (MOE) Thailand implemented National ICT Masterplan in 2000 for the first time and 2010 as second time as National
Strategic Plan for basic education to promote innovation, human capacity, infrastructure and industries to transform Thai society to be a knowledge-based society. MOE regarded the use of ICT as an important tool to educational reform and sets policies and standards in Thai schools since 1984. ICT courses were introduced in secondary and upper secondary levels in schools and developed National Curriculum Standards ICT curriculum in 2001 for students at all 12 grade levels (Ministry of Education, 2009). There were numerous Teacher Professional Development (TPD) programs for ICT courses in support of education reform by Institute for the Promotion of Teaching Science and Technology (IPST), an autonomous body within the Ministry of the Education of Thailand. Those training frequently revised and updated ICT curriculums according to ICT curriculum standards implementation guide (IPST, 2002). Study records showed Thai students had achievements in core subject area in ICT education but all were below the international average (OBEC, 2007; Klainin & Soydhurum, 2004; Klainin, 2007).

**Educational Technology in the MBA Fast Track Program**

MBA classes in Assumption University are traditional typed classrooms but well equipped with modernized and advanced teaching equipment such as computers, slide film projectors, screen projectors, high-speed cable and wireless Internet connections. Classroom materials such as handouts and books are provided by universities and many materials are available in university Library, university library website, bookstore and downloadable material at online. Lecturers provide teaching materials such as lecture notes, PowerPoint and other external learning materials through their blogs, portal websites and educational websites. Currently, Assumption University is offering graduate programs in three different modes:
traditional classroom mode, blended learning mode and pure online learning mode.

Even though, university had been investing and bringing digital technology to
enhance teaching and learning in classrooms for the past 20 years only the
communication aspect of the technology had been effective so far and the
communication aspect is yet to catch-up with this.

Vast majority of MBA students use their personal laptops for reading
lecturer notes, writing assignments and searching articles as learning activities in their
current learning context. Students and lecturers also use mobile as a mainstream
educational tool for teaching and learning purposes. The Graduate School of Business
sends information of news, events, announcements and activities via messaging
system to its students and lecturers. For example, classroom cancellation, seminar and
thesis examination. Students and lecturers use software and application such as word
processor, Spreadsheet, web browser, image and graphic editing software such as
Photoshop, mobile software such as Skype and Line.

Generally, MBA students used Internet, search engine and library website
as learning purpose and email as the main communication channel among peer
students and lecturers. Assumption University's library website is a digital library
where it hosts electronic means of information (known as database) of physical
mediums such as books, journals and articles and as digital formats such as e-books,
e-journals, e-newspapers and e-articles from its own library and other connected
academic libraries. Many library websites also provide the lists of tutorials and
learning materials that are useful for MBA students and lecturers. Assumption
University library service aim to serve as main information center to support teaching
and learning, research, social services and preserving and promoting Thai Arts and
Culture (Assumption University Library, 2016). MBA students used library website to search to get books, journals and articles related to their researches and assignments.

MBA students and lecturers used learning management system (LMS) for their teaching and learning purposes such as uploading and downloading course materials, submitting assignments, messaging, content managing, tracking learning activities and grading exam and assignment results. MBA students use social network to share their personal information, opinions, activities, images, photos and digital contents such as files each other within their private and public groups. MBA students use word processor such as Microsoft Word or Apple Pages, Spreadsheets programs such as Microsoft Excel or Apple Numbers and authoring programs Microsoft PowerPoint or Apple Keynote as educational technological tools for writing their academic related activities such as writing assignments, reports, journal articles and thesis research in Microsoft Word. Student use Microsoft PowerPoint program to compose their idea and summary of their studies, finding or lecture notes as texts, graphics, images, photos and videos as presentations for their assignments and their research findings. They also use Spreadsheet and statistical software (i.e. SPSS) for data manipulation and statistical analysis of research data. MBA Students use those statistical programs to present the interpretation of the numerical data and summarized their research and analyzed data into visualized format such as table, bar graphs (or) bar charts, line chart or pie charts.

Technology has been making majority of advancements in education with the use of computers, mobile devices, computing technology, digital media, multimedia electronic mean of learning (or) elearning, social networks for teaching and learning. Mobile revolution is changing in education and mobile devices, particularly smart phones and tablets, are changing the way of learning and think
about learning. MBA students use cloud storages such as Dropbox or SugerSync for sharing and storing their digitized files, cloud base applications such as Microsoft Office 365 and Google Apps for making, editing and sharing their documents as collaborative learning, and social media sites such as facebook and Google+ for making their own social learning groups. The benefit of cloud computing is empowering the social interaction experience locally and globally for various fields such as business and education.

**Historical Background of Assumption University of Thailand**

Assumption University is one of the universities in Thailand in terms of offering degree programs, success in academic and recognized for its academic excellence in countries such as U.S, UK, Australia, France, Germany, Poland, Netherlands, China, India, South Korea, Japan, among others. Assumption University graduates can attend or join top universities around the world as full-time study basis or as visiting exchange scholars because of its highly reputed multi-national and global businesses, in addition to serving on national and international trade advisories.

Assumption University’s history can be traced back to its origin in 1969 when Brother of St. Gabriel, a worldwide catholic religious established ACC, Assumption Commercial College as an autonomous higher education institution under the name of Assumption School of Business in Bangkok. After getting approval of the Ministry of the Education in 1972, they official name the college as Assumption Business Administration College (or) ABAC. The college was accredited in 1975 and granted a new status as “Assumption University” by the Ministry of University Affairs in 1990.
Assumption University is well known for its purpose of serving the nation by providing scientific and humanistic knowledge, particularly in the business education and management science through research and interdisciplinary approaches (Graduate Studies Prospectus, 2012).

The Graduate School of Business

The Graduate School of Business (GSB) was established in 1985, at the initiative of Rev. Brother Martin Prathip Komolmas who followed the recommendations of a detailed feasibility study carried out by De La Salle University, Manila, Philippine. It started as Master Degree programs for Business Administration with 33 students in 1985. The Graduate School of Business (GSB) opened MBA day program in 1992 and it started Master of Management in Organization Development and Management (MMOD) program that focused mainly on organization and change management. In year 2001, the Graduate School of Business expended their concentration studies on Tourism Management as Business Administration in Tourism Management (MBA, TRM) (Graduate Studies Prospectus, 2012).

The Graduate School of Business is well known for providing the most valuable and effective programs for today businesses’ needs. Currently, there are 8 (eight) MBA major programs which are MBA Day / Evening, MBA Fast Track Program at Hua Mak Campus, MBA Fast Track Program at City Campus, MBA Weekend Track, MBA Professional (Day and Evening Program), iMBA, Technology Management (MBA TechM) and MBA Double Degree programs and each MBA program have its own general and specialized concentrations. Graduate School is expanding with the demand of Business’s needs and it opened M.A. in International Relations in 2010. It’s the bridging program among ASEAN countries and other
regional groupings and the world. The Graduate School of Business is offering not only MBA programs but also Ph.D. level programs such as Ph.D. in Organization Development and Ph.D. in Hospitality and Tourism Management (Graduate Studies Prospectus, 2012).

The Graduate School of Business’s mission goes to International level by making alliance gateway for the exchange of knowledge and expertise in business development with other universities in worldwide. The Graduate School of Business cooperates with its partner universities through the joint programs with London South Bank University, U.K., University of Exeter, U.K., and University of Wollongong, Australia.

The Graduate School of Business also offers Double (Dual) Degree Programs and MBA Twining Programs with its partner universities, in Germany, UK, Australia, Vietnam, China and India. The Graduate School of Business produced more than 6,000 graduates in Business and Management roles in Thai society and elsewhere in the world for its 25 years of running (Graduate Studies Prospectus, 2012).

The MBA Fast Track Program

The Graduate School of Business designated some of its MBA programs to make ease of studies or faster for graduation for its students. Those MBA programs include MBA Fast Track Program, MBA (Day and Evening) and MBA Professional (Day and Evening) programs.

The MBA Fast Track Program is one and a half year trimester program and students have to obtain total numbers of 48 credits with minimum GPA of at least 3.0. Students have to pass comprehensive exams and written exams as graduation
requirements. Classes opened only in weekends and the program is designated for working people. The classrooms are located in Assumption University's Huamak campus and City campus. It is one of the most popular programs for the students who want to make their carrier success during and after their studies.

The program is fully designed for experiencing business management and, combined with workshops to fulfill the general requirements of business personal, business knowledge, managerial skills, effective business decisions and manage a business organization in a dynamic business environment. The program teaches MBA students how to develop the key elements of a successful organization and their people, structure, products & services, technology, and financial resources. Students also learn the importance of ethics for business success as an unethical behavior will destroy their trust and credibility; two critical attributes in business transactions (Graduate School of Business, 2016).

The program values business networking among MBA students and alumni during and after their studies. The program encourages students to socialize with other students to build extended networks in various kinds of business sectors to be fruitful. It makes an exciting learning experience and an equally rewarding social life for the students of MBA program at Assumption University of Thailand (Graduate School of Business, 2016).

**Summary**

This chapter had provided relevant literature reviews such as Bandura's self-efficacy theory, four main effective ways of self-efficacy, the effects of higher self-efficacy and lower self-efficacy, self-efficacy for using education, intrinsic and extrinsic motivation, self-efficacy of demographics for the use of educational
technology, educational technology, ICT (Information and Communication Technology), educational technology in the MBA Fast Track Program, historical background of Assumption University, the Graduate School of Business and the MBA Fast Track Program.
CHAPTER III

RESEARCH METHODOLOGY


Research Design

This research is a quantitative and comparative research. The researcher used a questionnaire as an instrument to examine the results to address the research objectives.

The first part of questionnaire was to identify students’ demographics in the MBA Fast Track Program at the Graduate School of Business in Assumption University to address the research objective 1, and the second part of questionnaire is to examine students’ self-efficacy for the use of educational technology to address the research objective 2. Then, the researcher also studied whether there were significant differences in students’ self-efficacy for the use of educational technology to address research objective 3.

Population Sample

The target population sample was 215 students from semester 1/2105, 2/2015 and 3/2015 of the MBA Fast Track Program in academic year 2015 at the Graduate School of Business, Assumption University of Thailand. The following
Table shows summary of the numbers of students in each semester of the MBA Fast Track Program.

Table 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1/2015 (September - December, 2015)</td>
<td>68</td>
</tr>
<tr>
<td>Semester 2/2015 (January - April, 2016)</td>
<td>78</td>
</tr>
<tr>
<td>Semester 3/2015 (May - August, 2016)</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
</tr>
</tbody>
</table>

Research Instrument

There are several studies indicated about self-efficacy for the use of educational technology by using Bandura's self-efficacy for the use of educational technology such as Computer Skills, Computer Supported Learning Environment, Computer-Assisted Instruction (CAI) in particular subjects, World Wide Web (www) and Basic Internet Skills and Multimedia at different academic levels and different teaching and learning contexts.

The researcher's questionnaire was adapted from Howery's (2001) Confidence and Desired Knowledge with Educational Technologies under the title of Teacher Technology Training: An Impact of Educational Technology on Teacher Attitude and Student Achievement for Howery's Doctoral thesis research. Howery's (2001) survey questionnaire had 25 statements to find out the confidence on computer technologies and asked the responders to describe their confidence to all statements during 150-hour computer literacy training program which provided the necessary computer knowledge and skills to use computer hardware and software programs needed to incorporate technology into the curriculum.
The questionnaire consisted of two parts. The first part was students’ demographics: age, gender and nationality. The age consisted of 3 options: 1) Age between 20 to 27, 2) 28 to 35 and 3) above 35, the gender consisted of 2 options: 1) male and 2) female and the nationality consisted of 2 options: 1) Thai and non-Thai. This researcher clearly explained the purpose of this study and assured the students that all information and would not be used for the other purposes.

The second part of questionnaire consisted of 50 statements in 6 different categories and each statement uses rating scales equating to 5 levels of responses: very low confidence, low confidence, moderate confidence, high confidence and very high confidence as five (5)-point Likert scales and its scale interpretation. The researcher made this questionnaire survey to ask the respondents have to mark or tick the appropriate areas (boxes) to express their self-efficacy for the use of educational technology during their studies in the MBA Fast Track Program.

Table 2

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Rating Scale</th>
<th>Interpretation Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low Confidence (or) Very Low Self-efficacy</td>
<td>1</td>
<td>1.00 – 1.50</td>
</tr>
<tr>
<td>Low Confidence (or) Low Self-efficacy</td>
<td>2</td>
<td>1.51 – 2.50</td>
</tr>
<tr>
<td>Moderate Confidence (or) Moderate Self-efficacy</td>
<td>3</td>
<td>2.51 – 3.50</td>
</tr>
<tr>
<td>High Confidence (or) High Self-efficacy</td>
<td>4</td>
<td>3.51 – 4.50</td>
</tr>
<tr>
<td>Very High Confidence (or) Very High Self-efficacy</td>
<td>5</td>
<td>4.51 – 5.00</td>
</tr>
</tbody>
</table>

There were 6 different categories in this research questionnaire survey to identify the students’ self-efficacy in educational technology.

Students must read and decide to give rating scales as response depend on their self-efficacy on each given question statement. Table 3 shows the question item numbers for each category.
Table 3

**Categories and Theoretical Support for Related Statement Items in Questionnaire Survey and Data Analysis**

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Self-Efficacy (Theoretical support for related statement item no)</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>Rating Scale (Low to High)</td>
</tr>
<tr>
<td>2</td>
<td>Internet, Email, Search Engine, Library Website, Content Management Systems (LMS), Learning Management Systems (CMS) and Social Networks</td>
<td>16, 17, 18, 19, 20, 21, 22, 23, 24</td>
<td>Rating Scale (Low to High)</td>
</tr>
<tr>
<td>3</td>
<td>Word Processing</td>
<td>25, 26, 27, 28, 29</td>
<td>Rating Scale (Low to High)</td>
</tr>
<tr>
<td>4</td>
<td>PowerPoint Presentation and other authoring tools</td>
<td>30, 31, 32, 33, 34</td>
<td>Rating Scale (Low to High)</td>
</tr>
<tr>
<td>5</td>
<td>Spreadsheet and Statistical Software</td>
<td>35, 36, 37, 38, 39, 40</td>
<td>Rating Scale (Low to High)</td>
</tr>
<tr>
<td>6</td>
<td>Mobile Technology and Cloud Computing Technology</td>
<td>41, 42, 43, 44, 45, 46, 47, 48, 49, 50</td>
<td>Rating Scale (Low to High)</td>
</tr>
</tbody>
</table>

**Validity and Reliability**

Even though, the researcher adapted, modified and designed the questionnaire by himself but in order to get an accurate understanding of the questionnaire, the researcher asked related field experts’ help to review the questionnaire for validity.

The researcher acquired three questionnaire validity experts with the criteria of being Ph.D. holders in relevant fields, backgrounds of Educational Technology, Business Administration, ICT (Information and Communication Technology), certain years of teaching experience and working status. Please see the Appendix B for validity experts and their educational qualifications.
The researcher acquired advices and assistances from three experts in order to get content validity of this research’s instrument: the questionnaire survey. In order to avoid misunderstanding to the questionnaire, the researcher explained the the purpose of the research, background of the study, previous studies, their results of those surveys. The researcher explained each educational technology category in the questionnaire, compared with previous questionnaire, the numbers of question statements in each category in detail and showed the statements that the researcher modified and added for this research from the previous researcher’s statements.

The validity experts made grammars correction, minor modification and asked the researcher to check the amount of time that responders took, to make sure for the complexity of the demographics comparative studies in order to get the correct results and to make a pilot study test to confirm the accuracy and reliability of the questionnaire before distribution the questionnaire survey program to the MBA Fast Track Program’s students.

Then, the researcher randomly selected 30 MBA (day class) students form Huamark campus, those who were not in the population target of this study to test the reliability of the questionnaire firstly. From the pilot study, the Cronbach’s Alpha for the questionnaire was .64; and after collecting data from 215 students, the Cronbach’s Alpha of this study reached .78, which also confirmed the reliability of this instrument. Table 4 shows the detail of reliability test results of each educational technology category in questionnaire.
Table 4

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Self-Efficacy (Theoretical support for related statement item no)</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>15 items (Question no.1 - 15)</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 items (Question no. 16 - 24)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Internet, Email, Search Engine, Library Website, Content Management Systems (LMS), Learning Management Systems (CMS) and Social Networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Word Processing</td>
<td>5 items (Question no. 25 - 29)</td>
<td>.75</td>
</tr>
<tr>
<td>4</td>
<td>PowerPoint Presentation and other authoring tools</td>
<td>5 items (Question no. 30 - 34)</td>
<td>.76</td>
</tr>
<tr>
<td>5</td>
<td>Spreadsheet and Statistical Software</td>
<td>6 items (Question no. 35 - 40)</td>
<td>.79</td>
</tr>
<tr>
<td>6</td>
<td>Mobile Technology and Cloud Computing Technology</td>
<td>10 items (Question no. 41 - 50)</td>
<td>.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>.78</td>
</tr>
</tbody>
</table>

**Collection of Data**

The researcher requested to Director of Office of Graduate Studies in January, 2016. This researcher got approval from Director in May 2016, and allowed to do this research in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

The researcher explained to lecturers of the MBA Fast Track Program at the Graduate School of Business and requested their approvals again in order to continue the research after thesis proposal examination at the Graduate School of Education. The researched went to each class during the period of June - July, explained the purposes of the research to students in order to make better understanding of the questionnaire and to get better responses from students. The questionnaire was distributed to and collected from students of semester 1/2015,
2/2015 and 3/2015 of the MBA Fast Track Program at Huamak and City campuses. 215 students from 12 classes participated in this questionnaire survey and the return rate reached 100% according to attendance records. Table 5 shows the details of data collection processes of this research.

Table 5

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>How</th>
<th>Who</th>
<th>To Whom/ from Whom</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making formal permission from Office of Graduate Studies</td>
<td>Jan 2016</td>
<td>Verbal &amp; document</td>
<td>Researcher</td>
<td>From Director, Office of Graduate Studies</td>
<td>Office of Graduate Studies</td>
</tr>
<tr>
<td>Thesis proposal defense presentation</td>
<td>March 2016</td>
<td>Presentation</td>
<td>Researcher</td>
<td>To Committees Members</td>
<td>The Graduate School of Education</td>
</tr>
<tr>
<td>Getting formal permission from Office of Graduate Studies for data collection</td>
<td>May 2016</td>
<td>Document</td>
<td>Researcher</td>
<td>From Director, Office of Graduate Studies</td>
<td>Office of Graduate Studies</td>
</tr>
<tr>
<td>Requesting permission to lecturers in the MBA Fast Track Program for data collection</td>
<td>May – June 2016</td>
<td>Emails and document</td>
<td>Researcher</td>
<td>To Lecturers of the MBA Fast Track Program</td>
<td>Office of Graduate Studies</td>
</tr>
<tr>
<td>Distributing and collecting the questionnaire</td>
<td>June 2016</td>
<td>Distribute hard copies of questionnaire</td>
<td>Researcher</td>
<td>To Students of the MBA Fast Track Program’s Classes</td>
<td>The MBA Fast Track Program classes in Huamak and City campuses</td>
</tr>
</tbody>
</table>
Data Analysis

The researcher used statistical software program to analyze the numerical data collected from the students.

For data analysis of research objective 1, the researcher used frequency and percentage in order to identify the students’ demographics: age, gender and nationality.

For data analysis of research objective 2, the researcher used mean and standard deviation to identify the students’ self-efficacy for the use of educational technology.

For data analysis of research objective 3, the researcher used t-test and one-way ANOVA to compare in order to get students’ self-efficacy for the use of educational technology in the MBA Fast Track Program.
### Summary of the Research Process

**Table 6**

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the students’ demographics including: age, gender and nationality in the MBA Fast Track Program</td>
<td>A population of students from the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand</td>
<td>A questionnaire of students’ self-efficacy</td>
<td>Frequency &amp; Percentage</td>
</tr>
<tr>
<td>2. To identify the students’ self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand</td>
<td>A population of students from the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand</td>
<td>A questionnaire of students’ self-efficacy</td>
<td>Mean and Standard Deviation</td>
</tr>
<tr>
<td>3. To compare students’ self-efficacy for the use of educational technology according to their demographics: age, gender and nationality in the MBA Fast Track Program under the Graduate School of Business, Assumption University of Thailand</td>
<td>A population of students from the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand</td>
<td>A questionnaire of students’ self-efficacy</td>
<td>t-test and One way ANOVA</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

The researcher explained the background, the purpose and importance of this study, the literature review and previous findings and discussed the research methods and how this study would be carried out in previous chapters.

In this chapter, the researcher presented and provided the data and results from the questionnaire that was distributed to and collected from students from semester 1/2015, 2/2015 and 3/2015 studying their the MBA Fast Track Programs at Huamak and City Campus, Assumption University during academic year 2015. Students in 12 classes participated in this questionnaire survey. The following tables show and describe the detail statistics of the questionnaire.

Main Findings

This section presented findings of the researcher’s main three objectives and sub objectives.

The researcher’s objective 1 was to identify the students’ demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. However, the research objective one had three sub objectives: 1.1) to identify the students’ age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 1.2) to identify the students’ gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand and 1.3) to identify the students’ nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University
of Thailand. The following three tables show descriptive statistics of the research objective 1.1, 1.2 and 1.3.

**Research Objective 1**

Research Objective 1.1 was to identify the students’ age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 7

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 27</td>
<td>148</td>
<td>68.8</td>
</tr>
<tr>
<td>28 - 35</td>
<td>63</td>
<td>29.3</td>
</tr>
<tr>
<td>Above 35</td>
<td>4</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen in Table 7, the questionnaire was distributed to 215 students. 148 students were age between 20 – 27 which was 68.8%, 63 students were age between 28 – 35 which was 29.3% and 4 students were above 35 which was 1.9% from semester 1/2015, 2/2015 and 3/2015, who were studying their the MBA Fast Track Program during academic year 2015.

Research Objective 1.2 was to identify the students’ gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 8

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>36.3</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>63.7</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen in Table 8, among 215 students (respondents): 78 respondents were male students and 137 were female students from semester 1/2015, 2/2015 and 3/2015, who were studying their the MBA Fast Track Program during academic year 2015.

Research Objective 1.3 was to identify the students’ nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 9

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>86.0</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen in Table 9, among 215 students (respondents): 185 students were Thai students and 30 students were Non-Thai students from semester 1/2015, 2/2015 and 3/2015 in the MBA Fast Track Program.
Research Objective 2

The researcher’s objective 2 was to identify students’ self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. However, the research objective one had six sub objectives: 2.1) to identify students’ self-efficacy for the use of educational technology: general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 2.2) to identify students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 2.3) to identify students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 2.4) to identify students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 2.5) to identify students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand and 2.6) to identify students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. The following three tables show descriptive statistics of the research objective 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6.
Table 10

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: overall in the MBA Fast Track Program</td>
<td>215</td>
<td>3.87</td>
<td>.48</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>

Table 10 shows students’ self-efficacy for the use of educational technology in the MBA Fast Track Program (from question item no. 1 to 50) had a mean of 3.87 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 2.1 was to identify students’ self-efficacy for the use of educational technology: general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 11

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: general in the MBA Fast Track Program</td>
<td>215</td>
<td>3.87</td>
<td>.48</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>
Table 11 indicates students' self-efficacy for the use of educational technology: general in the MBA Fast Track Program (from question item no. 1 to 15) had a mean of 3.87 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 2.2 was to identify students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 12

Mean and Standard Deviation of Students’ Self-efficacy for the Use of Educational Technology: Internet, Email, Search Engine, Library Website, Content Management System (CMS), Learning Management System (LMS) and Social Networks in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' self-efficacy for the use of educational technology: Internet, email,</td>
<td>215</td>
<td>3.86</td>
<td>.53</td>
<td>High Confidence</td>
</tr>
<tr>
<td>search engine, library website, content management system (CMS), learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>management system (LMS) and social networks in the MBA Fast Track Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 12 shows students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program (from question item no. 16 to 24) had a mean of 3.86 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 2.3 was to identify students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 13

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program</td>
<td>215</td>
<td>3.90</td>
<td>0.64</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>

Table 13 indicates students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program (from question item no. 25 to 29) had a mean of 3.90 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.
Research Objective 2.4 was to identify students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 14

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program</td>
<td>215</td>
<td>3.88</td>
<td>.66</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>

Table 14 shows students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program (from question item no. 30 to 34) had a mean of 3.86 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 2.5 was to identify students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 15

Mean and Standard Deviation of Students’ Self-efficacy for the Use of Educational Technology: Spreadsheet and Statistical Software in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program</td>
<td>215</td>
<td>3.76</td>
<td>.70</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>

Table 15 indicates students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program (from question item no. 35 to 40) had a mean of 3.76 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 2.6 was to identify students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 16

<table>
<thead>
<tr>
<th>Self-efficacy Types</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in The MBA Fast Track Program</td>
<td>215</td>
<td>3.92</td>
<td>.63</td>
<td>High Confidence</td>
</tr>
</tbody>
</table>

Table 16 shows students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program (from question item no. 41 to 50) had a mean of 3.92 and it was interpreted as high confidence or high self-efficacy because it was in the range of 3.51 – 4.50.

Research Objective 3

The researcher’s objective 3 was to compare students’ self-efficacy for the use of educational technology according to their demographics: age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. However, the research objective one had six sub objectives: 3.1) to compare students’ self-efficacy for using educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, 3.2) to compare students’ self-efficacy for using educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand, and
3.3) to compare students’ self-efficacy for using educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 17

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.469</td>
<td>2</td>
<td>.234</td>
<td>1.012</td>
<td>.365</td>
</tr>
<tr>
<td>Within Groups</td>
<td>49.081</td>
<td>212</td>
<td>.232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49.550</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17 indicates the comparison of students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program (from question item no. 1 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was .365, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program.
Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 18

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.93</td>
<td>.49</td>
<td>1.316</td>
<td>.190</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.84</td>
<td>.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 shows the comparison of students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program (from question item no. 1 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .190, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 19

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.87</td>
<td>.47</td>
<td>.109</td>
<td>.913</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.88</td>
<td>.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 19 indicates the comparison of students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program (from question item no. 1 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .913, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program.

This researcher wanted to compare students’ self-efficacy for the use of educational technology in further details for 6 categories according to their demographics: age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Comparing of Students’ Self-efficacy for the Use of Educational Technology:

General

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology: general according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 20

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.149</td>
<td>2</td>
<td>.074</td>
<td>.313</td>
<td>.732</td>
</tr>
<tr>
<td>Within Groups</td>
<td>50.393</td>
<td>212</td>
<td>.238</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50.542</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20 shows the comparison of students’ self-efficacy for the use of educational technology: general according to their age in the MBA Fast Track Program (from question item no. 1 to 15). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was .732, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: general according to their age in the MBA Fast Track Program.
Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: general according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 21

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.93</td>
<td>.52</td>
<td>1.224</td>
<td>.222</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.84</td>
<td>.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 21 indicates the comparison of students’ self-efficacy for the use of educational technology: general according to their gender in the MBA Fast Track Program (from question item no. 1 to 15). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .222, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: general according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology: general according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: general according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 21

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.93</td>
<td>.52</td>
<td>1.224</td>
<td>.222</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.84</td>
<td>.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 21 indicates the comparison of students’ self-efficacy for the use of educational technology: general according to their gender in the MBA Fast Track Program (from question item no. 1 to 15). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .222, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: general according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology: general according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 22

**Comparison of Students' Self-efficacy for the Use of Educational Technology: General According to Their Nationality in the MBA Fast Track Program (n = 215)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.89</td>
<td>.47</td>
<td>1.038</td>
<td>.300</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.79</td>
<td>.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 22 shows the comparison of students' self-efficacy for the use of educational technology: general according to their nationality in the MBA Fast Track Program (from question item no. 1 to 15). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students' self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .300, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology according: general to their nationality in the MBA Fast Track Program.

Comparing of Students' Self-efficacy for the Use of Educational Technology: Internet, Email, Search Engine, Library Website, Content Management System (CMS), Learning Management Systems (LMS) and Social Networks

Research Objectives 3.1 was to compare students' self-efficacy for using educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
Table 23

Comparison of Students' Self-efficacy for the Use of Educational Technology: Internet, Email, Search Engine, Library Website, Content Management Systems (CMS), Learning Management Systems (LMS) and Social Networks According to Their Age in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.787</td>
<td>2</td>
<td>.394</td>
<td>1.377</td>
<td>.254</td>
</tr>
<tr>
<td>Within Groups</td>
<td>60.601</td>
<td>212</td>
<td>.286</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61.388</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 23 indicates the comparison of students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their age in the MBA Fast Track Program (from question item no. 16 to 24). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students' self-efficacy for the use of educational technology according to their ages in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was .254, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students' self-efficacy for using educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their age in the MBA Fast Track Program.

Research Objectives 3.2 was to compare students' self-efficacy for using educational technology: Internet, email, search engine, library website, content
management systems (CMS), learning management systems (LMS) and social networks according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 24

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.88</td>
<td>.56</td>
<td>.487</td>
<td>.627</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.84</td>
<td>.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 24 shows the comparison of students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their gender in the MBA Fast Track Program (from question item no. 16 to 24). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .627, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their gender in the MBA Fast Track Program.
Research Objectives 3.3 was to compare students' self-efficacy for using educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 25

Comparison of Students' Self-efficacy for the Use of Educational Technology: Internet, Email, Search Engine, Library Website, Content Management Systems (CMS), Learning Management Systems (LMS) and Social Networks According to Their Nationality in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.84</td>
<td>.52</td>
<td>.797</td>
<td>.426</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.93</td>
<td>.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 25 indicates the comparison of students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management systems (CMS), learning management systems (LMS) and social networks according to their nationality in the MBA Fast Track Program (from question item no. 16 to 24). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students' self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .426, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students' self-efficacy for the use of educational technology according: Internet, email, search engine, library website, content management
systems (CMS), learning management systems (LMS) and social networks according to their nationality in the MBA Fast Track Program.

**Comparing of Students’ Self-efficacy for the Use of Educational Technology:**

**Word Processing**

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology: word processing according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

**Table 26**

*Comparison of Students’ Self-efficacy for the Use of Educational Technology: Word Processing According to Their Age in the MBA Fast Track Program (n = 215)*

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.103</td>
<td>2</td>
<td>.051</td>
<td>.124</td>
<td>.883</td>
</tr>
<tr>
<td>Within Groups</td>
<td>87.634</td>
<td>212</td>
<td>.413</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87.737</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 26 shows the comparison of students’ self-efficacy for the use of educational technology: word processing according to their age in the MBA Fast Track Program (from question item no. 25 to 29). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was .883, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was
no significant difference of students’ self-efficacy for the use of educational technology: word processing according to their age in the MBA Fast Track Program.

Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: word processing according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 27

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>4.01</td>
<td>.63</td>
<td>1.823</td>
<td>.070</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.84</td>
<td>.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 27 indicates the comparison of students’ self-efficacy for the use of educational technology: word processing according to their gender in the MBA Fast Track Program (from question item no. 25 to 29). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .070, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: word processing according to their gender in the MBA Fast Track Program.
Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology: word processing according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 28

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.89</td>
<td>.63</td>
<td>.541</td>
<td>.589</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.96</td>
<td>.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 28 shows the comparison of students’ self-efficacy for the use of educational technology: word processing according to their nationality in the MBA Fast Track Program (from question item no. 25 to 29). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .589, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology according: word processing to their nationality in the MBA Fast Track Program.
Comparing of Students’ Self-efficacy for the Use of Educational Technology:

PowerPoint Presentation and other Authoring Tools

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology: PowerPoint presentation and other authoring tools according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 29

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.939</td>
<td>2</td>
<td>.969</td>
<td>2.241</td>
<td>.109</td>
</tr>
<tr>
<td>Within Groups</td>
<td>91.687</td>
<td>212</td>
<td>.432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.625</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 29 indicates the comparison of students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools according to their age in the MBA Fast Track Program (from question item no. 30 to 34). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was .109, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy
for the use of educational technology: PowerPoint presentation and other authoring tools according to their age in the MBA Fast Track Program.

Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: PowerPoint presentation and other authoring tools according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 30

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.97</td>
<td>.63</td>
<td>1.576</td>
<td>.116</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.83</td>
<td>.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 30 shows the comparison of students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools according to their gender in the MBA Fast Track Program (from question item no. 30 to 34).

Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .116, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-
efficacy for using educational technology: PowerPoint presentation and other authoring tools according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 31

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.87</td>
<td>.65</td>
<td>.425</td>
<td>.671</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.93</td>
<td>.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 31 indicates the comparison of students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools according to their nationality in the MBA Fast Track Program (from question item no. 30 to 34).

Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .671, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-
efficacy for the use of educational technology according: PowerPoint presentation and other authoring tools according to their nationality in the MBA Fast Track Program.

Comparing of Students' Self-efficacy for the Use of Educational Technology:

Spreadsheet and Statistical Software

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology: Spreadsheet and statistical software according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 32

Comparison of Students' Self-efficacy for the Use of Educational Technology: Spreadsheet and Statistical Software According to Their Age in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.499</td>
<td>2</td>
<td>.250</td>
<td>.502</td>
<td>.606</td>
</tr>
<tr>
<td>Within Groups</td>
<td>105.490</td>
<td>212</td>
<td>.498</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>105.989</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 32 shows the comparison of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their age in the MBA Fast Track Program (from question item no. 35 to 40). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was
.606, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their age in the MBA Fast Track Program.

Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: Spreadsheet and statistical software according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 33

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>3.73</td>
<td>.62</td>
<td>.563</td>
<td>.574</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.78</td>
<td>.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td>.563</td>
<td>.574</td>
</tr>
</tbody>
</table>

Table 33 indicates the comparison of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their gender in the MBA Fast Track Program (from question item no. 35 to 40). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .574, which was bigger than the .05 level of significance. Therefore, this result was interpreted as
there was no significant difference of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology: Spreadsheet and statistical software according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 34

*Comparison of Students’ Self-efficacy for the Use of Educational Technology: Spreadsheet and Statistical Software According to Their Nationality in the MBA Fast Track Program (n = 215)*

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.77</td>
<td>.68</td>
<td>.512</td>
<td>.609</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>3.70</td>
<td>.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 34 shows the comparison of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their nationality in the MBA Fast Track Program (from question item no. 35 to 40). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .609, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the
use of educational technology according: Spreadsheet and statistical software according to their nationality in the MBA Fast Track Program.

Comparing of Students’ Self-efficacy for the Use of Educational Technology:

Mobile Technology and Cloud Computing Technology

Research Objectives 3.1 was to compare students’ self-efficacy for using educational technology: mobile and cloud computing technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 35

Comparison of Students’ Self-efficacy for the Use of Educational Technology: Mobile and Cloud Computing Technology According to Their Age in the MBA Fast Track Program (n = 215)

<table>
<thead>
<tr>
<th>Age</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1.379</td>
<td>2</td>
<td>.689</td>
<td>1.711</td>
<td>.183</td>
</tr>
<tr>
<td>Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>85.414</td>
<td>212</td>
<td>.403</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.793</td>
<td>214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 35 indicates the comparison of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their age in the MBA Fast Track Program (from question item no. 41 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the probability significant value was
.183, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their age in the MBA Fast Track Program.

Research Objectives 3.2 was to compare students’ self-efficacy for using educational technology: mobile and cloud computing technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 36

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>4.02</td>
<td>.61</td>
<td>1.850</td>
<td>.066</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>3.86</td>
<td>.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 36 shows the comparison of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their gender in the MBA Fast Track Program (from question item no. 41 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .066, which was bigger than the .05 level of significance. Therefore, this result
was interpreted as there was no significant difference of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their gender in the MBA Fast Track Program.

Research Objectives 3.3 was to compare students’ self-efficacy for using educational technology: mobile and cloud computing technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Table 37

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>185</td>
<td>3.90</td>
<td>.63</td>
<td>.843</td>
<td>.400</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>30</td>
<td>4.01</td>
<td>.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 37 indicates the comparison of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their nationality in The MBA Fast Track Program (from question item no. 41 to 50). Based on the research objective no. 3 of the study, this researcher claimed the research hypothesis as there is a significant difference in students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. According to the findings of data analysis of this study in the above table, the Sig. (2-tailed) value was .400, which was bigger than the .05 level of significance. Therefore, this result was interpreted as there was no significant difference of students’ self-efficacy for the
use of educational technology according: mobile and cloud computing technology according to their nationality in the MBA Fast Track Program.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this chapter, the researcher provided and presented a summary of this research study, the study’s findings for each research objective and hypothesis, conclusion of this research, discussion about the findings from this research and recommendations for future researchers.

Summary of the Study

The study is to find out and compare students’ self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program under the Graduate School of Business, Assumption University of Thailand. The technological tools commonly used in the current learning environments such as Word Processing, PowerPoint and other Authoring Tools, Spreadsheet and Statistical Software, Internet, Email, Search Engine, Library Website, Content Management Systems (CMS), Learning Management Systems (LMS), Mobile and Cloud Computing Technology during their studies.

The study used all 215 students as population sample from 1/2015, 2/2015 and 3/2015 semesters in the MBA Fast Track Program during their academic year 2015.

This researcher has three objectives and they were as follow.

1. To identify the students’ demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
1.1. To identify the students’ age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

1.2. To identify the students’ gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

1.3. To identify the students’ nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2. To identify students’ self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.1. To identify students’ self-efficacy for the use of educational technology: general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.2. To identify students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.3. To identify students’ self-efficacy for the use of educational technology: word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
2.4. To identify students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.5. To identify students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2.6. To identify students’ self-efficacy for the use of educational technology: mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3. To compare students’ self-efficacy for the use of educational technology according to their demographics: age, gender and nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3.1. To compare students’ self-efficacy for using educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3.2. To compare students’ self-efficacy for using educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
3.3. To compare students' self-efficacy for using educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

This researcher has three hypotheses and they are as follow.

1. There is a significant difference in students' self-efficacy for the use of educational technology according to their age in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

2. There is a significant difference in students' self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

3. There was a significant difference in students' self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

The study was designed as a quantitative and comparative study so descriptive and comparative methods were used to identify the research objectives. The researcher used survey questionnaire for this study. The researcher adapted questionnaire from Howery's (2001) Confidence and Desired Knowledge with Educational Technologies under the title of Teacher Technology Training: An Impact
of Educational Technology on Teacher Attitude and Student Achievement for Howery’s Doctoral thesis research.

The questionnaire consisted of two parts, part 1 for surveying students’ demographics and part 2 had 50 statements in 6 different categories of educational technology for investigating students’ self-efficacy for the use of educational technology during their studies in the MBA Fast Track Program. The questionnaires were distributed and collected by this researcher with 100% returned rate to 215 respondents during this survey at the MBA classes in both Huamak and City campuses.

Findings

1. Research Objective 1: To identity the students’ demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

1.1. The research findings for age showed 148 (68.8%) students were age between 20 – 27, 63 students (29.3%) were age between 28 – 35 and 4 (1.9%) students were age above 35 in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

1.2. The research findings for gender showed 78 (36.3%) male were students and 137 (63.7%) were female students in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

1.3. The research findings for nationality showed that there were 185 (86.0%) were Thai students and 30 (14.0%) were Non-Thai students in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
2. **Research Objective 2:** To identify the students’ self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Total mean scores of students’ self-efficacy for the use of educational technology was 3.87 and it was in the range of 3.51 – 4.50. Therefore, students’ self-efficacy was high confidence or high self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

However, the research had 6 subcategories to identify each category’s students’ self-efficacy.

2.1. Total mean scores of students’ self-efficacy for the use of educational technology: general was 3.87 and it was in the range of 3.51 – 4.50.

2.2. Total mean scores of students’ self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks was 3.86 and it was in the range of 3.51 – 4.50.

2.3. Total mean scores of students’ self-efficacy for the use of educational technology: word processing was 3.90 and it was in the range of 3.51 – 4.50.

2.4. Total mean scores of students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools was 3.88 and it was in the range of 3.51 – 4.50.

2.5. Total mean scores of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software was 3.76 and it was in the range of 3.51 – 4.50.
2.6. Total mean scores of students' self-efficacy for the use of educational technology: mobile and cloud computing technology was 3.92 and it was in the range of 3.51 – 4.50.

3. Research Objective 3: To compare students' self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. The findings of data analysis of students' self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program showed the probability significant value was .365 in age, the Sig. (2-tailed) value was .190 in gender, the Sig. (2-tailed) value was .913 in nationality and all were bigger than .05 level of significance.

3.1. The findings of data analysis of students' self-efficacy for the use of educational technology: general according to their demographics in the MBA Fast Track Program showed the probability significant value was .732 in age, the Sig. (2-tailed) value was .222 in gender, the Sig. (2-tailed) value was .300 in nationality and all were bigger than .05 level of significance.

3.2. The findings of data analysis of students' self-efficacy for the use of educational technology: Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks: according to their demographics in the MBA Fast Track Program showed the probability significant value was .254 in age, the Sig. (2-tailed) value was .627 in gender, the Sig. (2-tailed) value was .426 in nationality and all were bigger than .05 level of significance.
3.3. The findings of data analysis of students’ self-efficacy for the use of educational technology: word processing according to their demographics in the MBA Fast Track Program showed the probability significant value was .883 in age, the Sig. (2-tailed) value was .070 in gender, the Sig. (2-tailed) value was .589 in nationality and all were bigger than .05 level of significance.

3.4. The findings of data analysis of students’ self-efficacy for the use of educational technology: PowerPoint presentation and other authoring tools according to their demographics in the MBA Fast Track Program showed the probability significant value was .109 in age, the Sig. (2-tailed) value was .116 in gender, the Sig. (2-tailed) value was .671 in nationality and all were bigger than .05 level of significance.

3.5. The findings of data analysis of students’ self-efficacy for the use of educational technology: Spreadsheet and statistical software according to their demographics in the MBA Fast Track Program showed the probability significant value was .606 in age, the Sig. (2-tailed) value was .574 in gender, the Sig. (2-tailed) value was .609 in nationality and all were bigger than .05 level of significance.

3.6. The findings of data analysis of students’ self-efficacy for the use of educational technology: mobile and cloud computing technology according to their demographics in the MBA Fast Track Program showed the probability significant value was .183 in age, the Sig. (2-tailed) value was .066 in gender, the Sig. (2-tailed) value was .400 in nationality and all were bigger than .05 level of significance.
Conclusions

The following conclusions were made according to the data analysis and findings:

Research Objective 1

From the data analysis and findings, majority of the students were age between 20 to 27 and minority were age between 28 to 25. There were very few students, who were age above 35 according to research findings in this study in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. The number of female students was two times higher than male students in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand. Number of Thai students were 6 times higher than non-Thai students. The ratio between two groups was roughly 6:1.

Research Objective 2

The researcher made the following conclusions for research objective 2 according to the data analysis and findings. Students had high confidence or high self-efficacy for the use of educational technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

The research had 6 sub categories to address students’ self-efficacy for the use of each educational technology.

Students had high confidence or high self-efficacy for the use of educational technology in general in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Students also had high confidence or high self-efficacy for the use of educational technology such as Internet, email, search engine, library website, content
management system (CMS), learning management system (LMS) and social networks in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Student also have high confidence or high self-efficacy for the use of educational technology such as word processing in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Student also have high confidence or high self-efficacy for the use of educational technology such as PowerPoint presentation and other authoring tools in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Student also have high confidence or high self-efficacy for the use of educational technology such as Spreadsheet and statistical software in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

Student also have high confidence or high self-efficacy for the use of educational technology such as mobile and cloud computing technology in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

**Research Objective 3**

The researcher made the following conclusions for research objective 3 according to the data analysis and findings. There were no significant differences of students’ self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
The research had 6 sub categories to address the comparison of students’ self-efficacy for the use of each educational technology according to their demographic in the MBA Fast Track Program.

There were no significant differences of students’ self-efficacy for the use of educational technology in general according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

There were no significant differences of students’ self-efficacy for the use of educational technology such as Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

There were no significant differences of students’ self-efficacy for the use of educational technology such as word processing according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

There were no significant differences of students’ self-efficacy for the use of educational technology such as PowerPoint presentation and other authoring tools according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

There were no significant differences of students’ self-efficacy for the use of educational technology such as Spreadsheet and statistical software according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.
There were no significant differences of students' self-efficacy for the use of educational technology such as mobile and cloud computing technology according to their demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.

**Discussing**

**Research Objective 1**

Majority of the students were age between 20 to 27 because many students continued to study the MBA Fast Track Program after their graduation of Bachelor degree programs. They had their own personal reasons such as job requirements, demands from their targeted jobs, for their job promotions in current companies or organizations, to work in foreign companies, for further or future studies in abroad, for their personalities and social status in societies and other personal factors according to personal communication, conversations and interviews with respondents during questionnaire distribution. The same personal reasons were also found in age between 28 – 35 and age above 35 in the MBA Fast Track Program. Some of them have their own personal goals for their targeted ages.

Although, Thailand societies value Thai cultures and tradition but the country has higher gender equality, women have freedom of choices than other Asian and ASEAN countries. According to personal communication, conversations and interviews, the researcher found several reasons why there were more female students than male students in the MBA Fast Track Program. Thai societies have social competitive approaches for social status and achievements as their own intrinsic and extrinsic motivations. Motivation was a key internal force which encouraged students to achieve their targeted goals (Li & Lynch, 2016). For example, educational status,
lifestyle and living style. High sense of self-regulatory efficacy enhanced task performance efficacy that motivated further self-regulation to pursuit of further academic attainment (Lynch, 2013). Therefore, some female students were keen to go abroad for further studies i.e. Ph.D. and to work in abroad after finishing the current MBA program according to personal conversation and interview during the questionnaire distribution. The research findings for nationality showed that one out of six students in the MBA Fast Track Program were Non-Thai students. Non-Thai nationality students were from China, France, U.S, India, Myanmar (Burma), Bangladesh and Belgium. Non-Thai nationality students from far west were exchange program students. Majority of non-Thai students were Chinese students. There were also several reasons why there were Chinese students studied in Assumption University because Thailand became the hub of ASEAN countries and Thailand had economic ties with global economic power China for export and import products, several investments, joint ventures in SMEs, tourism business and also Assumption University had offshore campuses in China for further studies in Thailand for international and Chinese programs.

**Research Objective 2**

Students had high confidence or high self-efficacy for the use of educational technology for overall and each educational technology category. Overall mean values between male and female showed high self-efficacy for the use of educational technology but male students were slightly higher than female students in sub technological categories as well except Spreadsheet and statistical software category. Female students showed higher self-efficacy than male students in Spreadsheet and statistical software. Several studies in the past stated that the gender
gap was closing on computer self-efficacy (Sam, Othman, & Nordin, 2005). Several research studies found female students had higher self-efficacy than male students in numeric handling related subjects and programs i.e. Spreadsheet and statistical software. Busch (1995) stated that female students expressed the lower self-efficacy in computing and marketing subjects but higher self-efficacy in statistics than male students. Generally, women are keen to work for numeric handling and female dominant job areas such as accounting, financing, banking, sale promotion and auditing. There is no gender difference in mobile and cloud computing technology according to finding.

The researcher personally assumed that mobile phone and app technology became much easier than desktop computing technology 20 to 25 years ago, when average users had difficulties for using computer hardware and software technologies with manual guidebooks and instructions.

This is still the consistent finding on gender difference regarding to academic self-efficacy on educational technology and ICT related subjects.

Overall mean values between Thai students and Non-Thai students showed high self-efficacy for the use of educational technology but Thai students were slightly lower than Non-Thai students in sub categories except general and Spreadsheet and statistical software categories. The majority of Non-Thai students came from developed countries such as China, France and U.S and minorities are from developing countries such as Bangladesh and Myanmar.

As it mentioned in Chapter 2, a research conducted at the Faculty of Management Sciences, Prince of Songkla University, Thailand for computer self-efficacy showed students had moderate self-efficacy for word processing software, E-mail, Presentation software but lower self-efficacy in statistical software. The study
also showed and supported the facts of lower level of self-efficacy in computer had lesser use than those who had high self-efficacy (Noiwan, Piyawat & Norcio, 2005). The similar research at Stephen F. Austin State University, Texas, United States of America for computer technology literacy showed high self-efficacy in computer file management, word processing, presentation but lower self-efficacy in Spreadsheet (Dufrene, Clipson & Wilson, 2010).

According to the finding, Thailand had positive changes and outcomes in ICT education for the past years since 2010 as second time as National Strategic Plan for basic education to promote innovation, human capacity, infrastructure and industries to transform Thai society to be a knowledge-based society. Studies claimed Thai students were below the international average in ICT education (OBEC, 2007; Klainin & Soydhurum, 2004; Klainin, 2007). But this researcher assumed that this finding is important because the data showed key success and achievements of National Strategic Plan for their funding and human capital investment in educational technology.

Research Objective 3

The reasons that there were no significant differences of students’ self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program because newer generation had faster access for information and communication than previous generations. ICT education were introduced much early than before for the past ten years. Common ICT courses were introduced in secondary level education, which were normally introduced in upper secondary level in the past.
The researcher personally assumed that the newer generation had earlier access to the blooming of new technologies such as smart phones, mobile apps and high speed Internet access than older generations even though they had chances to access at the same time but it adhered to Cooper’s statement of using technology in early age had higher self-efficacy.

The study found no significant differences of students’ self-efficacy for the use of educational technology according to their gender in the MBA Fast Track Program which was similar to the results of several studies in the past indicating that the gender gap was closing on computer self-efficacy (Sam, Othman, & Nordin, 2005). The researcher personally assumed that, regardless of gender, ICT education and the use of computer and mobile devices became much easier than before with even lesser cognitive skills. Also, female students had the abilities of performing all components of educational technological tools and ICT education which was comparable to their opposite gender’s capacity.

The researcher personally further speculated that the reason of the absence of significant differences of students’ self-efficacy for the use of educational technology according to their nationality in the MBA Fast Track Program was most of the students studied their primary, secondary and high school educations in international schools and many of them obtained their Bachelor degrees in Assumption University as ABAC Alumni and came for this MBA program as further study to improve their education. They studied their ICT education at the same levels and the same standards as international schools and universities.

Therefore, there were no significant differences of students’ self-efficacy for the use of educational technology according to their demographics in the MBA
Recommendations

Recommendations for Universities and Schools

This study found no significant differences of students' self-efficacy for the use of educational technology according to their demographics in master degree program level but the researcher highly recommended to conduct Bachelor and high school levels especially to secondary and upper secondary levels to check whether there are significant differences in demographic factors and social economic factors for future researchers.

The researcher also highly recommended for future researchers to make comparative research studies between public schools and private schools in developing countries to find out students’ self-efficacy for the use of educational technology according to their demographics to measure whether they need necessary improvements for educational technology: equipment or facilities for teaching, additional training for ICT teachers as their human capital development to narrow down the closer gap between developed and developing countries.

Future researchers can make any combination of educational technology categories: 1) general, 2) Internet, email, search engine, library website, content management system (CMS), learning management system (LMS) and social networks, 3) word processing, 4) PowerPoint presentation and other authoring tools 5) Spreadsheet and statistical software and 6) mobile and cloud computing technology for their researches or they can add additional categories depend on their contexts.
A recommendation for future researchers is to identify detailed research for each individual educational technology. For example, mobile and cloud computing category with particular mobile devices and particular mobile applications.

**Recommendations for Organizations**

The similar research in organizations can be conducted to find out their organizations’ self-efficacy for the use of educational technology according to their demographics and they can measure whether they need necessary improvements for educational technology and their human capital development.
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Li, T., & Lynch, R. (2016). The Relationship Between Motivation for Learning and Academic Achievement among Basic and Advanced Level Students Studying


APPENDICES
APPENDIX A

Questionnaire
A COMPARATIVE STUDY OF STUDENTS’ SELF-EFFICACY FOR THE USE OF EDUCATIONAL TECHNOLOGY ACCORDING TO THEIR DEMOGRAPHICS IN THE MBA FAST TRACK PROGRAM AT THE GRADUATE SCHOOL OF BUSINESS, ASSUMPTION UNIVERSITY OF THAILAND

by

MYO HAN HTUN
551 9504
Graduate School of Education
Assumption University of Thailand

This research is regarding to “A Comparative Study of Students’ Self-Efficacy for the Use of Educational Technology According to Their Demographics in the MBA Fast Track Program at the Graduate School of Business, Assumption University of Thailand.” for pursuing my Master Degree in Education.

You are invited to participate in my questionnaire survey and it will take approximately 10 minutes to complete the questionnaire. This survey is about yourself and it has 50 statements about your self-efficacy for the use of Educational Technology such as use of computing devices (i.e. computer, desktop, mobile), software, applications, social media, cloud computing technology and the recent technology innovations which are generally used during your study in the MBA Fast Track Program.

The participation in this study is completely voluntary. Your survey responses will be confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the survey, you may contact me at the following mobile number and email below.

Thank you very much for your time and support.

Please start with the survey now.

Contact Info: MYO HAN HTUN +(66) 8 9994 2042 | myohanhtun@gmail.com
Please express yourself and your self-efficacy for the use of Educational Technology next to the questions.

1) Age
   □ 20 - 27  □ 28 - 35  □ Above 35

2) Gender
   □ Male  □ Female

3) Nationality
   □ Thai  □ Non-Thai ______________ (Please specify)

4) Semester
   □ 1/2015 (581xxx)  □ 2/2015 (582xxx)  □ 3/2015 (583xxx)

5) Campus
   □ Huamak  □ City

The following 50 question statements, you can express your present self-efficacy at check boxes related to each statement.

Please response to all statements, even if you have not had a significant amount of experience with particular type of statements.

1 = Very Low Confidence  2 = Low Confidence  3 = Moderate Confidence
4 = High Confidence  5 = Very High Confidence

1. General
   I am confidence in ...

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
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<tbody>
<tr>
<td>1</td>
<td>understanding of the terms related to computer, mobile devices, software and applications and their naming.</td>
</tr>
<tr>
<td>2</td>
<td>using computer, laptop, netbook, mobile devices.</td>
</tr>
<tr>
<td>3</td>
<td>using educational technology related software and mobile applications for my studies.</td>
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<td>4</td>
<td>organizing and managing files and folders well in computer, laptop, netbook and mobile devices.</td>
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<tr>
<td>5</td>
<td>educational technology in the classroom, which plays an important part in improving students’ academic achievement.</td>
</tr>
<tr>
<td>6</td>
<td>using educational technology to communicate with others and it can help me be more effective in my studies and work.</td>
</tr>
<tr>
<td>7</td>
<td>assisting others in solving the computer &amp; mobile device related hardware and software problems.</td>
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</table>
1. **General**

I am confidence in...

<table>
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<tr>
<th>No</th>
<th>Questions</th>
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<tr>
<td>8</td>
<td>the fact that using educational technology will improve the quality of work both in the classroom and work.</td>
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<td>9</td>
<td>the fact that educational technology is a useful instructional aid for almost all subject areas of my studies.</td>
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<td>10</td>
<td>the fact that educational technology applied in the classroom will improve my education.</td>
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<td>11</td>
<td>the fact that educational technology will motivate even the low achieving students.</td>
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<td>12</td>
<td>the fact that my knowledge of educational technology is adequate.</td>
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<td>13</td>
<td>using educational technology to access many types of information sources for my studies.</td>
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<td>14</td>
<td>knowing how to use educational technology will raise my status at my classroom and work.</td>
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<tr>
<td>15</td>
<td>integrating educational technology effectively for my study and work.</td>
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2. **Internet, Email, Search Engine, Library Website, Content Management Systems (CMS), Learning Management Systems (LMS) and Social Networks**

I am confidence in...

<table>
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<tr>
<th>No</th>
<th>Questions</th>
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<tbody>
<tr>
<td>16</td>
<td>understanding of the terms/words related to Internet.</td>
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<tr>
<td>17</td>
<td>understanding how to use Internet such as browsers, browsing websites, searching, bookmarking the favorite websites &amp; links and downloading required sources.</td>
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<td>18</td>
<td>understanding how search engines work; search keywords, search engine terms and syntax.</td>
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<td>19</td>
<td>searching required articles, journals and other sources at Internet or library website.</td>
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<td>20</td>
<td>understanding how to create email or social network account (i.e. Facebook) with my personal information to use their services.</td>
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<td>21</td>
<td>using email features such as receiving emails, reading emails, replying emails, attaching files and downloading files, awareness of virus, spam, spyware and malware.</td>
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<td>22</td>
<td>understanding how to create, edit and publish article or post in Content Management System (CMS).</td>
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</tr>
<tr>
<td>23</td>
<td>understanding how to navigate menu, courses, download course materials, upload assignments, engage with friends and lecturers for activities such as discussing at classroom forum in Learning Management Systems (LMS).</td>
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<td>24</td>
<td>understanding how to use social network for educational purposes such as sharing documents and learning materials.</td>
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3. **Word Processing (Eg. Microsoft Word, Apple Pages and Google Docs)**

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<tr>
<th>No</th>
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<tr>
<td>25</td>
<td>using features of a word processor such as inserting graphics, tables, charts, elements and graphs.</td>
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<tr>
<td>26</td>
<td>using advanced features of a word processor such as making header, footers, page, table of contents, style (such as APA), dictionary for spell checking and bibliography.</td>
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<tr>
<td>27</td>
<td>using advanced features of a word processor such as media, photo, clipart, symbols and shapes.</td>
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<tr>
<td>28</td>
<td>understanding how to create, edit, modify, store, share among friends or colleagues collaboratively at cloud computing based software such as Google Doc or Word (Microsoft Office 365).</td>
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<td>29</td>
<td>understanding how to explain and assist others in developing and organizing ideas related to word processing in the classroom or work.</td>
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4. **PowerPoint Presentation and other authoring tools (Eg. Microsoft PowerPoint, Apple Keynote and Google Slides)**

I am confidence in …

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<tbody>
<tr>
<td>30</td>
<td>using features in PowerPoint such as creating slides, modifying slides, sequencing and presenting slides for my classroom presentation.</td>
<td></td>
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<tr>
<td>31</td>
<td>using advanced features such as slide transition, customized animation, changing background and making master templates for my classroom presentation.</td>
<td></td>
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<tr>
<td>32</td>
<td>using some presentation and animation software such as Adobe Flash or Prezi for my classroom presentation.</td>
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<tr>
<td>33</td>
<td>understanding how to create, edit, modify, store, share among friends or colleagues collaboratively at cloud computing based software such as Google Slides or PowerPoint (Microsoft Office 365).</td>
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<tr>
<td>34</td>
<td>understanding how to explain and assist others in developing and organizing idea for presenting their projects in the classroom or work.</td>
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</table>
5. **Spreadsheet and Statistical Software (Microsoft Excel, Apple Numbers and Google Sheets)**

I am confidence in ...

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<tbody>
<tr>
<td>35</td>
<td>using Spreadsheet program for my classroom management purpose.</td>
</tr>
<tr>
<td>36</td>
<td>using statistical software for my research studies.</td>
</tr>
<tr>
<td>37</td>
<td>developing charts and tables from data inputs in a Spreadsheet.</td>
</tr>
<tr>
<td>38</td>
<td>using the functionalities such as inputs, radio and checkers, developing chart and tables, how to read results in statistical software.</td>
</tr>
<tr>
<td>39</td>
<td>understanding how to create, edit, modify, store, share among friends or colleagues collaboratively at cloud computing based software such as Google Sheet or Excel (Microsoft Office 365).</td>
</tr>
<tr>
<td>40</td>
<td>understanding how to explain and assist others in developing and organizing ideas in the classroom or work.</td>
</tr>
</tbody>
</table>

6. **PowerPoint Presentation and other authoring tools (Eg. Microsoft PowerPoint, Apple Keynote and Google Slides)**

I am confidence in ...

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<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>understanding how to use mobile devices for communication purpose as well as educational purpose.</td>
</tr>
<tr>
<td>42</td>
<td>using mobile devices as part of educational technology such as viewing lecturer notes, watching YouTube lecturer videos, course materials and learning materials for teaching and learning purposes during my studies.</td>
</tr>
<tr>
<td>43</td>
<td>understanding how to utilize mobile apps for educational purpose.</td>
</tr>
<tr>
<td>44</td>
<td>understanding how to explain and assist others with the functionalities of mobile OS or apps for educational purpose.</td>
</tr>
<tr>
<td>45</td>
<td>understanding how to use cloud based storage such as Dropbox or Google Drive.</td>
</tr>
<tr>
<td>46</td>
<td>understanding how to store, retrieve, modify and share documents in cloud storage (e.g. sharing Google Apps such as Google Sheets or Microsoft Word among classroom friends)</td>
</tr>
<tr>
<td>47</td>
<td>understanding how to communicate each other such as using skype for screen sharing and presenting ideas for projects among friends.</td>
</tr>
<tr>
<td>48</td>
<td>understanding how to facilitate and create cloud based projects for collaborative learning.</td>
</tr>
<tr>
<td>49</td>
<td>understanding how to integrate mobile apps for educational purpose such as making group project or sharing documents among friends.</td>
</tr>
<tr>
<td>50</td>
<td>understanding how to explain and assist others with the functionalities of cloud based apps for educational purpose.</td>
</tr>
</tbody>
</table>

Thank you very much for your participation.
APPENDIX B

Validity Experts and their Qualifications

Validity Approval Forms
Validity Experts and their Qualifications

He is a professor and lecturer. He has been working for Computer and Network Engineering, Education, ICT (Information and Communication Technology) and eLearning fields more than 35 years and currently teaching ICT courses and working for eLearning Courseware Production. He was chosen for his knowledge of ICT, Education and Courseware Production fields to advice the quality assurance of the questionnaire.

She is a program director. She is teaching varieties of ICT subjects related to MBA and IT students for the past 20 years. She was chosen for her experience as she has experience and knowledge in both the nature of ICT subjects and the MBA Fast Track Program.

He is a lecturer at the MBA Fast Track Program and he is teaching business related subjects in other MBA programs and online eLearning programs in Assumption University. He was chosen for his expertise and knowledge for the natures of the MBA programs and related subjects.

Table 38

<table>
<thead>
<tr>
<th>Summary of Validity Experts and Their Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert 1</td>
</tr>
<tr>
<td>Job Position</td>
</tr>
<tr>
<td>Asst. Prof. and Head of eLearning Courseware Production, Assumption University</td>
</tr>
<tr>
<td>Educational Qualification</td>
</tr>
<tr>
<td>Ph.D. - Assumption University</td>
</tr>
<tr>
<td>Expert 2</td>
</tr>
<tr>
<td>Job Position</td>
</tr>
<tr>
<td>Program Director and Lecturer, Assumption University</td>
</tr>
<tr>
<td>Educational Qualification</td>
</tr>
<tr>
<td>DTechSc. - Asian Institute of Technology</td>
</tr>
<tr>
<td>Expert 3</td>
</tr>
<tr>
<td>Job Position</td>
</tr>
<tr>
<td>Lecturer, Assumption University</td>
</tr>
<tr>
<td>Educational Qualification</td>
</tr>
<tr>
<td>Ph.D. - Stanford University</td>
</tr>
</tbody>
</table>
Graduate School of Education
Validity Approval Form

Student Name: Myo Han Htun

Contact Information (phone, e-mail): 08 9904 2042 myohanhun@au.edu / myohanhun@gmail.com

Dissertation Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand".

Questionnaire Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand".

Validity Approval

Does the validity of this questionnaire have your approval?

☐ Yes, I, Dr. Firooz Amorov, have read and certify the validity of this questionnaire, entitled "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand". My comments, suggestions are noted below.

☐ No, I, ................................................................................................................. have read and am unable to certify the validity of the questionnaire, entitled "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand". My comments, suggestions are noted below.

Comments or suggestions:

[Handwritten comments:]

A question is a lot, but I understand he needs to collect much data for better analysis. Wish him good luck in his thesis.

Name: Asst. Prof. Dr. Firooz Amorov

Validity expert signature: ...........................................................

Date: 12/9/2016
GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name: Myo Hla Htan

Contact Information (phone e-mail) 08 9994 2042 myohtanht@gmail.com myohtanhtan@gmail.com

Dissertation Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand"

Questionnaire Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand"

Validity Approval

Does the validity of this questionnaire have your approval?

☐ Yes ☐ No

In accordance, I have read and certify the validity of this questionnaire entitled "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand." My comments, suggestions are noted below:

Comments or suggestions:

Validity Expert Signature:

Date:
GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name: Myo Han Htun
Contact Information (phone/email): 08-9994 2042 myohhtun@gmail.com
Dissertation Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand"

Questionnaire Title: "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand"

Validity Approval

Does the validity of this questionnaire have your approval?

□ Yes
□ No

If Yes, I, Shumphat Githuka, have read and certify the validity of this questionnaire, entitled "A Comparative Study of Students' Self-Efficacy for the Use of Educational Technology According to Their Demographics in M.B.A. Fast Track at Graduate School of Business, Assumption University of Thailand". My comments, suggestions are noted below:

Comments or suggestions:

__________________________________________________________________________

Name: Shumphat Githuka
Validity expert Signature:
Date: 19/5/16
APPENDIX C

Request Form and Approval to Conduct Research
Memorandum

Ref: GSEd 084/2016

To:   Director, Office of Graduate Studies
From: Dean, Graduate School of Human Sciences
Date: June 1, 2016
Subject: Permission for M.Ed. Student to Collect Data

The Graduate School of Human Sciences would like your kind consideration and permission for Mr. Myo Han Htet (Admission No. 5519504), student in the Master of Education Program in Curriculum and Instruction, Graduate School of Human Sciences, to collect data for his thesis entitled "A COMPARATIVE STUDY OF STUDENTS' SELF-EFFICACY FOR THE USE OF EDUCATIONAL TECHNOLOGY ACCORDING TO THEIR DEMOGRAPHICS IN MBA FAST TRACK AT GRADUATE SCHOOL OF BUSINESS, ASSUMPTION UNIVERSITY OF THAILAND". The questionnaire respondents will be students from the Graduate School of Business.

Should you need more information, please contact Mr. Myo Han Htet at email: myohanhtun@gmail.com and cell phone: 089 9942042. Thank you so much in anticipation of your anticipated cooperation relating to this request and his possible further information needed.

Dr. Sangob Laksana
Dean, Graduate School of Human Sciences

[Approval signature]

Ms. Nangsaa Jittratcharoen
Dean, Office of Graduate Studies
Assumption University
June 1, 2016
BIOGRAPHY

Name: Myo Han Htun (a) Ko Toe

Date of Birth: June 30, 1978

Nationality: Myanmar

Place of Birth: Mandalay, Myanmar

Educational Qualifications:
- M.Ed. (Curriculum and Instruction) Assumption University of Thailand, 2016
- B.Sc. Physics, University of Distance Education, Mandalay, Myanmar. 2002
- Diploma in Network Engineering, Compufield Institute, Mumbai, India. 2004
- MCP (Microsoft Certified Professional). 2003
- MCSE (Microsoft Certified Systems Engineer). 2004
- MCSA (Microsoft Certified Systems Administrator). 2004
- COMPTIA’s A+ Certified Professional. 2004

Address: Room No. 165, A&S Apartment, Soi ABAC, Ramkhamhaeng Soi 24, Huamak, Bangkapi, 10240, Thailand.

Mobile: +66 8 9994 2042

Email: myohanhtun@gmail.com, myohanhtun@au.edu

Work Experience:
- Web Designer/ Courseware Designer/ Systems Administrator
- Courseware Production Center Graduate School of eLearning (formerly known as College of Internet Distance Education), Assumption University of Thailand. (Oct 2004 – Present)
- Computer/ Network Technician