

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 Htun¹

Yan Ye²

Abstract: 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, the second objective was to identify students' self-efficacy for the use of educational technology and the third objective was to compare students' self-efficacy for the use of educational technology according to their demographics in the MBA Fast Track Program. The researcher used a questionnaire survey 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.

Keywords: Students' Self-Efficacy, Educational Technology, The MBA Fast Track Program, Assumption University of Thailand.

Introduction

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

¹ M.Ed. Candidate in Curriculum and Instruction, Graduate School of Human Sciences, Assumption University, Thailand
myohanhtun@gmail.com

² Ph.D., Assistant Professor, Director of Educational Research, Statistics and Measurement Center, Graduate School of Human Sciences, Assumption University, Thailand.
norayeyan723@hotmail.com