

FACTORS DETERMINING THE USE OF E-LEARNING AND TEACHING SATISFACTION

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INTRODUCTION



Technology self-efficacy, the use of online applications will remain a feature of the educational system due to the flexibility offered and the learning possibilities.

Technostress creators, during the pandemic, teachers were exposed to higher levels of stressors due to the need to be always online.

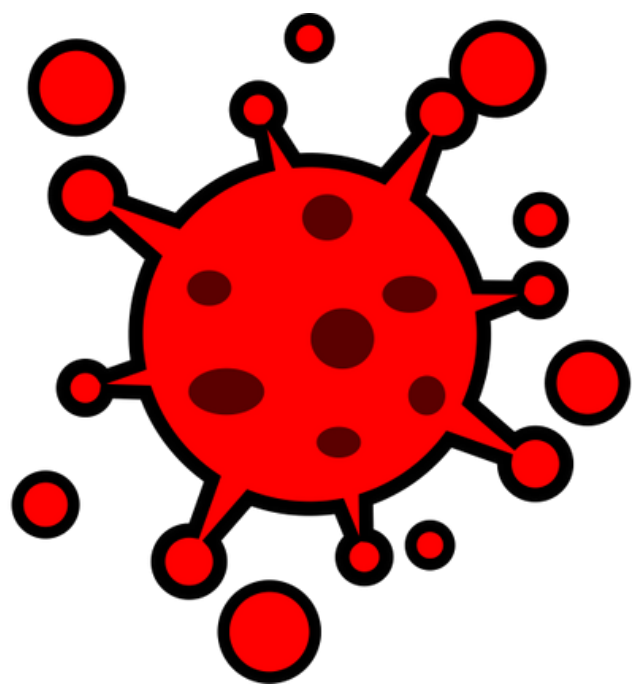
OBJECTS AND METHODS

To analyze the predictive role of personal factors, such as self-efficacy, technostress creators, technostress inhibitors, and tolerance to uncertainty on the use of e-learning tools for teaching and on the use of these applications in the context of the uncertainty generated by the pandemic.

The sample consisted of 1,517 academics

The results showed that technostress creators mediate the relationships between technostress inhibitors, technology self-efficacy, use of applications and satisfaction towards the use of e-learning platforms.

CONCLUSIONS



The most important finding of our study is that, although the current context is characterized by uncertainty, the negative impact of the resulting higher levels of stress can be counteracted by a high level of technology self-efficacy which, in turn, predicts to a greater extent the use of platforms and the satisfaction of using these platforms.

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