

THE RELATIONSHIP OF TEACHERS' TECHNOLOGY ACCEPTANCE AND
PERCEPTION OF PROFESSIONAL DEVELOPMENT WITH THEIR
EFFECTIVENESS AT HIGHER EDUCATION INSTITUTIONS
IN MAI JA YANG, KACHIN STATE, MYANMAR

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Abstract

The purpose of the current study was to determine whether teachers' technology acceptance and their perceptions of professional development (as independent variables) were significantly related to their effectiveness (as dependent variable) at higher education institutions in Mai Ja Yang, Kachin State, Myanmar. A voluntary sample of 103 teachers from three institutions (i.e., Institute of Liberal Arts and Sciences, Mai Ja Yang Institute of Education, and Mai Ja Yang College), participated in this study during the academic year 2024-2025. For the data collection, the Technology Acceptance Model Questionnaire, the Teachers' Professional Development Questionnaire, and the Teacher Effectiveness Scale-Short Version, were used.

From performing descriptive statistics on the collected data, it was found that the overall levels of participants' technology acceptance, perception of professional development, and teacher effectiveness were high. From a correlational analysis, it was found that there was a significant and strong relationship between the combination of the study's independent variables with the dependent variable. Based on the research findings, practical recommendations for teachers, administrators, and future researchers are provided.

Keywords: Teacher's Technology Acceptance, Perception of Professional Development, Teacher Effectiveness, Higher Education, Myanmar

Introduction

In the context of education, teachers' technology acceptance, professional development and effectiveness are crucial factors for both teaching success and student learning improvement (Vela et al., 2023). These elements work together to produce a strong educational environment that benefits educators and students, demonstrating their importance in teaching performance (Oye et al., 2011).

Technology acceptance refers to a person's willingness to integrate and use technology, when available, for its intended purposes (Teo et al., 2011). In today's technology-driven society, teachers who are confident in using technology tend to have higher levels of technology acceptance, which can boost classroom performance (Akintayo et al., 2024).

Professional development (PD) is the informal or formal process through which teachers acquire teaching knowledge and skills, enabling them to stay current with their teaching practices, adapt to changing educational standards, and enhance students' learning outcomes (Prakash et al., 2020). PD has been reported to directly influence the quality of teaching and student achievement (Darling-Hammond et al., 2017).

Teacher effectiveness refers to a teacher's capacity to foster student learning and achievement through instructional methods, subject knowledge, classroom management, and engagement strategies (Hattie, 2009). Teacher effectiveness is critical to enhance learning outcomes through teacher-student interactions, feedback, and creating a positive learning environment, ultimately impacting student achievement (Darling-Hammond, 2017).

Under the National Education Strategic Plan (NESP; Ministry of Education, Myanmar, 2021), technology adoption and integration have become more important in Myanmar's education, especially in higher education. However, despite this official posture and the students' and teachers' acceptance of learning technologies, particularly from the COVID-19 pandemic, teacher training and professional development programs in Myanmar tend to focus on pedagogical methods, offering few opportunities for teachers to improve their technological skills (Thant, 2022). This lack of experience with digital technologies, together with the outdated curricula and political obstacles in Myanmar's education, has a negative impact on teachers' effectiveness at all educational levels, leading to the use of ineffective learning methods (e.g., rote learning) even in higher education institutions (Htun, 2022).

Given the importance of technology acceptance and professional development for Myanmar education, particularly higher education, it is key to investigate how these factors impact teacher effectiveness, particularly in isolated areas like Kachin State, where there is a lack of research on these issues. By understanding the relationship between technology acceptance, professional development, and teacher effectiveness, educators and policymakers can develop strategies to support teachers' personal and professional growth.

With all this in mind, the researchers decided to conduct a quantitative study to examine the relationship between these variables in higher education institutions in Mai Ja Yang, Kachin State, Myanmar, where the first author has been working as a teacher in the last eight years.

Objectives of this Research

1. To determine the level of teachers' technology acceptance at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.
2. To determine the level of teachers' perception of professional development at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.
3. To determine the level of teacher effectiveness at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.
4. To determine whether there is a significant relationship between teachers' technology acceptance and perception of professional development with their effectiveness at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.

Research Methodology

In this section, details on the research design, population and sample, research tools, data collection, data analysis, ethical considerations, and research validity are provided.

1. Research Design

A correlational research design was used to achieve the study purpose, which was to determine whether there was a significant relationship between the technology acceptance and perception of professional development (serving as independent variables) with the effectiveness (serving as dependent variable) of teachers working at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.

2. Population and Sample

A population sample, comprised of all 117 teachers working at the three largest higher education institutions in Mai Ja Yang, Kachin State, Myanmar, during the academic year 2024-2025, participated in this study. The sample of participants was distributed as follows: 25 from the Institute of Liberal Arts and Sciences, 46 from Mai Ja Yang Institute of Education, and 46 from Mai Ja Yang College. Participation was voluntary.

3. Research Tools

This study was conducted using the Technology Acceptance Model Questionnaire (TAMQ), the Teachers' Professional Development Questionnaire (TPDQ), and the Teacher Effectiveness Scale-Short Version (TES-S).

3.1 Technology Acceptance Model Questionnaire (TAMQ). This instrument, developed by Masrom (2007), consisted of 15 items measuring four subscales of technology

acceptance (see Table 2): perceived usefulness (Items 1-4), perceived ease of use (Items 5-8), attitude toward using (Items 9-12), and behavioral intention to use (Items 13-15). The items were rated on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The scale mean scores were interpreted using a continuum from 1.00 (very low acceptance) to 5.00 (very high acceptance).

3.2 Teachers' Professional Development Questionnaire (TPDQ). This instrument, adapted from Htun (2022), consisted of 16 items measuring three subscales of professional development (see Table 3): collaboration (Items 1-4), enhancement of teachers' knowledge (Items 5-10), and time and resources (Items 11-16). The items were rated on a 5-point Likert-type scale (1= never, 2= rarely, 3= sometimes, 4= often, 5= always). The scale mean scores were interpreted using a continuum from 1.00 (very low) to 5.00 (very high perception).

3.3 Teacher Effectiveness Scale-Short Version (TES-S). This instrument, created by Prakash et al. (2020), consisted of 25 items measuring five subscales of teacher effectiveness (see Table 4): preparation and planning for teaching (Items 1-5), classroom management (Items 6-12), knowledge of the subject matter and delivery (Items 13-14), teacher characteristics (Items 15-22), and interpersonal relationships (Items 23-25). The items were rated on a 6-point Likert scale (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree). The scale mean scores were interpreted using a continuum from 1.00 (very low effectiveness) to 6.00 (very high effectiveness).

4. Data Collection

The data were collected in February 2025. The first author distributed, in printed form, the three research instruments to the participants from the three target institutions in Mai Ja Yang, Kachin State, Myanmar. A total of 103 out of 117 teachers returned the completed questionnaires (18 from the Institute of Liberal Arts and Sciences, 39 from Mai Ja Yang Institute of Education, and 46 from Mai Ja Yang College), resulting in a response rate of 88.03%.

5. Data Analysis

Before performing hypothesis testing, a reliability analysis was conducted, by computing the Cronbach's alpha coefficient on the data collected with each of the three research instruments. Values ranging from .66 to .92. were obtained (see Table 1), indicating that the TAMQ, TPDQ, and TES-S were reliably measuring participants' levels of technology acceptance, perception of professional development, and teacher effectiveness, respectively.

Table 1 Reliability Coefficients of the TAMQ, TPDQ, and TES-T for the Current Study

Research instrument / Dimension	Cronbach's α
Technology Acceptance Model Questionnaire (TAMQ)	
Perceived usefulness	.84
Perceived ease of use	.84
Attitude toward using	.66

Behavioral intention to use	.78
Overall questionnaire (Technology acceptance)	.82
Teachers' Professional Development Questionnaire (TPDQ)	
Collaboration	.74
Enhancement of teachers' knowledge	.77
Time and resources	.66
Overall questionnaire (Teachers' professional development)	.83
Teacher Effectiveness Scale-Short Version (TES-S)	
Preparation and planning for teaching	.73
Classroom management	.77
Knowledge of the subject matter and delivery	.76
Teacher characteristics	.87
Interpersonal relationships	.71
Overall questionnaire (Teacher effectiveness)	.92

After ensuring the reliability of the study instruments, the collected data were analyzed using descriptive statistics (means and standard deviations) and correlational analysis (multiple correlation coefficient) using the support of a statistical software package.

6. Ethical Considerations

Before conducting the study, the researchers got the appropriate permissions from the authorities of each participating higher education institute. The research purpose and objectives were clearly explained to the participants before the questionnaires were administered, and they were assured that their identities and responses would be kept confidential and anonymous. Participants were also informed that the research findings would be used only for the study purpose, and they could withdraw from the study at any time without any consequences. Teachers participated voluntarily, without any coercion.

7. Research Validity

7.1 Technology Acceptance Model Questionnaire (TAMQ). Thach and Lai (2022) validated this instrument for the context of higher education in Vietnam, by administering it to 206 instructors from various university subject areas. Also, in order to match the study context, the original wording of the TAMQ items was slightly modified, by replacing all the occurrences of the word "technology" with "technology integration". Then, the final item wording was revised and assessed by discussions among the researchers.

7.2 Teachers' Professional Development Questionnaire (TPDQ). Htun (2022) validated the instrument's content and construct validity by expert comments and a literature review, before administering it to 50 teachers working at Pinya Sanyae Institute of Education in Yangon, Myanmar. Wu and Ye (2016) secured expert validation of the TPDQ before distributing it to 141 full-time teachers at Guilin University of Electronic Technology, China.

7.3 Teacher Effectiveness Scale-Short Version (TES-S). Prakash et al. (2020) established the construct and content validity of the TES-S through an extensive literature

review and content analysis. The instrument was then piloted with 200 elementary school teachers from both rural and urban regions of Bangalore, India, and the collected data were satisfactorily validated using both exploratory and confirmatory factor analysis.

Research Results

The research findings obtained from the data collection and analysis follows, organized by research objective.

1. Findings from Research Objective 1

The mean scores, standard deviations, and interpretations of the participants' answers to all 15 items comprising the TAMQ are shown in Table 2.

Table 2 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the TAMQ

Item N ^o	Item statement	M	SD	Interpretation
Perceived usefulness				
1	I found technology integration easy to use.	3.89	0.73	High
2	Learning to use technology integration would be easy for me.	4.01	0.77	High
3	My interaction with technology integration was clear and understandable.	3.90	0.65	High
4	It would be easy for me to access and utilize teaching resources with technology integration.	3.88	0.83	High
1-4	Overall (Perceived usefulness)	3.92	0.75	High
Perceived ease of use				
5	Using technology integration would enhance my effectiveness in teaching.	4.36	0.61	High
6	Using technology integration would improve my teaching outcomes.	4.31	0.60	High
7	Using technology integration would increase my productivity in managing my teaching task.	4.33	0.60	High
8	I found technology integration useful.	4.47	0.59	High
5-8	Overall (Perceived ease of use)	4.38	0.60	High
Attitude toward using				
9	I dislike the idea of using technology integration for teaching.	4.25	0.76	High
10	I have a generally favorable attitude toward using technology integration in teaching.	4.05	0.71	High
11	I believe it is (would be) a good idea to use technology integration for teaching.	4.45	0.54	High
12	Using technology integration is a foolish idea.	4.82	0.41	High
9-12	Overall (Attitude toward using)	4.39	0.62	High
Behavioral intention to use				
13	I intend to use technology integration in my teaching in the next semester.	4.27	0.63	High
14	I will use IT frequently in my teaching activities.	4.05	0.75	High
15	I intend to use technology integration frequently to support my teaching task.	4.26	0.54	High
13-15	Overall (Behavioral intention to use)	4.19	0.42	High
1-15	Overall (Technology acceptance)	4.22	0.66	High

2. Findings from Research Objective 2

The mean scores, standard deviations, and interpretations of the participants' answers to all 16 items comprising the TPDQ are shown in Table 3.

Table 3 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the TPDQ

Item N ^o	Item statement	M	SD	Interpretation
Collaboration				
1	I am part of a team of professional development experiences.	3.79	0.88	High
2	I believe that the teachers who attended the same professional development activities with me share a common goal and vocabulary related to our work with students	3.92	0.81	High
3	My professional development activities allow me to be an active member of a peer study group.	4.05	0.78	High
4	It is useful to work with other teachers in the professional development activities.	4.20	0.73	High
1-4	Overall (Collaboration)	3.99	0.80	High
Enhancement of teachers' knowledge				
5	My professional development activities are scheduled exclusively with teachers who work in my subject area.	3.37	0.82	High
6	During my professional development activities, teachers in my subject area review and discuss student work of our subject area.	3.80	0.80	High
7	During my professional development activities, I am provided with data on student achievement related to my student area.	3.72	0.95	High
8	During my professional development experiences, I discuss and review teaching materials that are appropriate for my classroom.	3.88	0.87	High
9	My professional development activities enhance my content knowledge for the course I teach.	4.29	0.71	High
10	My professional development activities enhance my pedagogical knowledge for the course I teach.	4.30	0.64	High
5-10	Overall (Enhancement of teachers' knowledge)	3.89	0.80	High
Time and resources				
11	My professional development activities are scheduled during regular school hours.	3.04	1.08	Moderate
12	My professional development activities occur regularly throughout the school year.	3.50	1.06	High
13	My professional development activities occur on a location that is convenient for me to attend.	3.67	0.95	High
14	My professional development activities occur at a location outside of my school.	3.42	1.06	Moderate
15	My professional development activities occur after regular school hours.	3.44	0.92	Moderate
16	During my professional development experiences, I have access to teaching materials that potentially could be used in my classroom.	3.90	0.86	High
11-16	Overall (Time and resources)	3.50	0.99	High
1-16	Overall (Teachers' professional development)	3.77	0.89	High

3. Findings from Research Objective 3

The mean scores, standard deviations, and interpretations of the participants' answers to all 25 items comprising the TES-S are shown in Table 4.

Table 4 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the TES-S

Item N ^o	Item statement	M	SD	Interpretation
Preparation and planning for teaching				
1	I design my lesson to accommodate diverse learning styles and academic needs of students in higher education.	5.11	0.86	High
2	I organize the subject matter I teach to be in agreement with the courses' objectives.	5.35	0.65	High
3	In the end I am in the habit summarizing the lessons, I teach.	5.18	0.84	High
4	I plan my lessons based on the techniques tested and found suitable.	5.07	0.78	High
5	The test I intend administering to my students will be reviewed and improved upon by me.	5.14	0.78	High
1-5	Overall (Preparation and planning for teaching)	5.17	0.77	High
Classroom management				
6	I help students with their reference work.	4.84	0.81	High
7	I encourage students to be punctual in their assignment.	5.36	0.79	High
8	I guide my students in completing their assignment.	5.27	0.69	High
9	I do discuss with students their performances in tests.	4.73	1.02	High
10	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	5.11	0.88	High
11	While teaching, I ask more thought-provoking questions.	5.12	0.80	High
12	My teaching is characterized by clarity.	5.11	0.71	High
6-12	Overall (Classroom management)	5.08	0.82	High
Knowledge of the subject matter and delivery				
13	I have a great deal of interest in the subject I am teaching.	5.48	0.67	High
14	I discuss the content of the subject matter with ease and confidence.	5.29	0.67	High
13-14	Overall (Knowledge of the subject matter and delivery)	5.38	0.67	High
Teacher characteristics				
15	I have a sense of duty and responsibility.	5.50	0.70	High
16	I show understanding and sympathy in working with my students.	5.34	0.69	High
17	I provide a laudable example of my personal and social living to my students.	4.83	0.90	High
18	I do possess pleasing manners.	4.70	0.78	High
19	I have love for my students.	5.38	0.77	High
20	I have pleasant and distinct voice.	4.76	0.92	High
21	I value my academic achievements.	5.59	0.62	High
22	My gestures in the classroom are pleasant and approvable.	4.79	0.81	High
15-22	Overall (Teacher characteristics)	5.12	0.78	High
Interpersonal relationships				
23	I support the genuine causes of teaching community.	5.13	0.81	High
24	I consider my first duty to be devoted to get a good name to my institute.	4.93	0.98	High
25	I am reasonably obedient to my program director.	5.02	0.78	High

23-25	Overall (Interpersonal relationships)	5.03	0.86	High
1-25	Overall (Teacher effectiveness)	5.12	0.80	High

4. Findings from Research Objective 4

Table 5 shows the bivariate correlations between teachers' technology acceptance, perception of professional development, and teacher effectiveness at higher education institutions in Mai Ja Yang, Kachin State, Myanmar.

Table 5 Results of the Correlational Analysis Between the Participants' Technology Acceptance, Perception of Professional Development, and Teacher Effectiveness.

Variable	1	2	3
1. Teachers' technology acceptance	—		
2. Teachers' perception of professional development	.20* (.045)	—	
3. Teacher effectiveness	.43* ($< .001$)	.50* ($< .001$)	—
<i>R</i>	.60* ($< .001$)		
$R^2 \times 100\%$	36%		

Note. *p*-values appear within parentheses below the correlation coefficients.

* denotes a significant relationship (significance level set at $p = .05$, two-tailed).

The study results shown in Table 5 revealed that the combination of teachers' technology acceptance and perception of professional development were significantly and strongly correlated to their effectiveness ($R = .60$, $p < .001$), explaining 36% of it ($R^2 = 36\%$).

Research Discussion

Here, a discussion of the research findings from the current study is provided.

1. Teachers' Technology Acceptance

The study results revealed an overall high level of technology acceptance held by teachers at the three target institutions in Mai Ja Yang, Kachin State, Myanmar. Therefore, it can be concluded that the teachers have a high level of confidence and willingness to use technology in their teaching. This result is in line with Thach and Lai's (2022) findings, who found an overall high level of technology integration among 40 lecturers at Petra Christian University, Indonesia. This high level of participants' technology acceptance could be due to their need to embrace technology and institutionalized technology platforms (e.g., LMS) to perform their job, which represents a teachers' recognition of the technology's potential to enhance their own teaching performance and course management (Davis, 1989).

2. Teachers' Perception of Professional Development.

The study results revealed an overall high level of teachers' perception of professional development at the three target institutions. Therefore, it can be concluded that the participants held an overall positive perspective of the formal or informal learning experiences they receive to enhancing their skills and knowledge, and then improve their teaching performance. This result is aligned with Htun's (2022) findings, who found an overall moderately high level of teachers' professional development among 50 teachers working at Pinya Sanyae Institute of Education in Yangon, Myanmar. This high level of participants' perception of professional development could be due to the instructional support they receive from their institutions, which can contribute to a positive attitude toward the importance and quality of continuous professional development (Guskey, 2003).

3. Teacher Effectiveness

The study results revealed an overall high level of teacher effectiveness at the three target institutions. Therefore, it can be concluded that the participants held a high capacity to engage with students using various strategies, methods, and attitudes to increase their learning and achievement. This result is in line with Devi and Singh's (2024) findings, who found a high level of teacher effectiveness in a group of 360 teachers from higher secondary schools in Manipur, India. This high level of participants' effectiveness could be due to their teaching experience and emotional competence in working under challenging or unsafe working conditions (such as the one in Kachin State, which is a conflict zone in Myanmar), which have been shown to enhance teacher effectiveness

4. The Relationship of Teachers' Technology Acceptance and Perceptions of Professional Development with Their Effectiveness

The data analysis revealed that the combination of technology acceptance and perception of professional development held by the teachers at the three target higher education institutions had a significant and strong relationship with their teacher effectiveness. Thus, it can be concluded that the combination of participants' technology acceptance and perception of professional development had a significant and strong explanatory and predictive power for their teacher effectiveness, explaining 36% of the behavior (variance) of their teacher effectiveness. Hence, 64% of the behavior of the participants' teacher effectiveness is explained by other variables not considered in this study. This significant and strong explanatory and predictive power of the combination of the independent variables over the dependent variable could be due to a significant interaction between participants' technology acceptance and professional development. Teachers' perceptions of technology can significantly impact their teaching effectiveness, technical competence and teaching quality (Davis, 1989; Masrom, 2007). Moreover, well-designed and continuous professional

development can enhance teachers' readiness and confidence in implementing new technologies, which can make their teaching more dynamic and effective (Guskey, 2003).

Research Body of Knowledge

From the study results, the teachers' technology acceptance and perception of professional development were found to be significantly and strongly related to their effectiveness, explaining 36% of it. Thus, the remaining 64% could be explained by additional factors that may significantly influence teacher effectiveness, which were identified from a literature review and discussion conducted for this study (see Figure 1).

Previous studies show that teacher effectiveness can be influenced by adaptability and emotional intelligence (Devi and Singh, 2024); gender, teaching experience, academic stream and school management style (Pachaiyappan and Raj, 2014); and student engagement and use of formative and summative assessment (Devi and Singh, 2024; Prakash et al., 2020). Considering these factors can guide future studies to further understanding on teacher effectiveness.

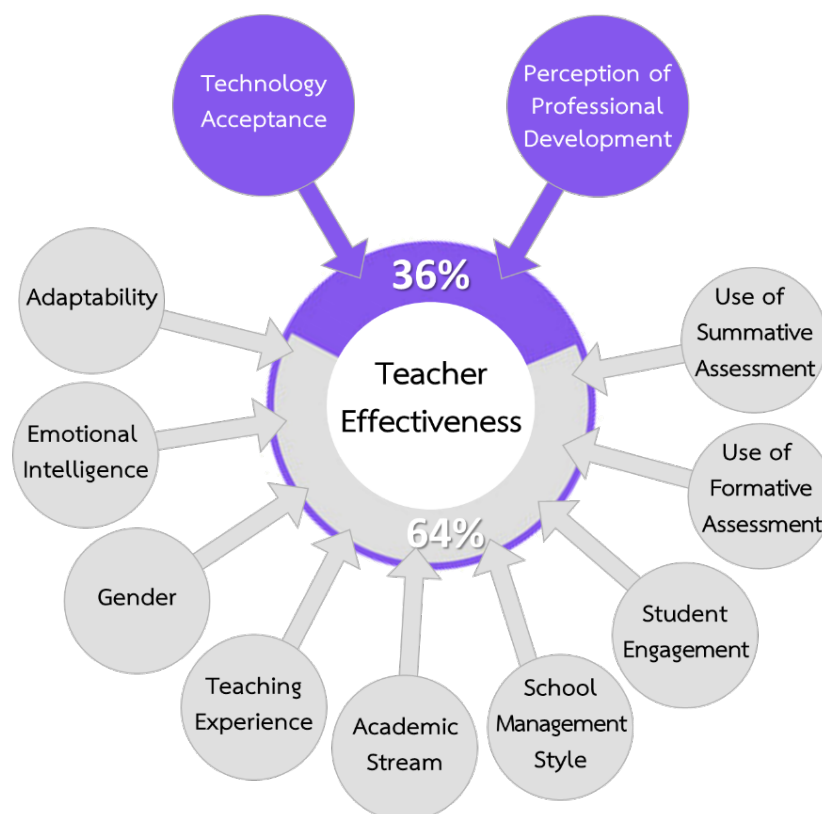


Figure 1 Body of Knowledge Regarding Participants' Teacher Effectiveness

Research Suggestions

1. Suggestions in Practice

1.1 The study findings showed that TAMQ Items 1, 3, and 4 (see Table 2) received the lowest mean score ratings among the participants. Therefore, the researchers suggest that teachers should receive and participate in continuous professional development activities related to technology integration, in order to become familiar with the technology and gain confidence in using technology in the classroom (Guskey, 2003; Thach and Lai, 2022).

1.2 The study findings showed that TPDQ Items 5, 11, 14, and 15 (see Table 3) were consistently rated with the lowest mean score among the participants. Therefore, the researchers suggest that teachers should be given subject-specific professional development programs at convenient times and locations for them, in order to work together and learn from other teachers in the same subject area (Guskey, 2003; Vela et al., 2023).

1.3 The study findings showed that TES-S Items 17, 18, and 22 (see Table 4) received the lowest mean score ratings among the participants. Thus, the researchers suggest that teachers should be provided training on self-awareness, emotional intelligence and stress management to help them better understand and regulate their emotions (Devi and Singh, 2024).

2. Suggestions for Research

2.1 Data for this study were collected from 103 teachers from the three target higher education institutions. Future researchers may conduct studies on larger teacher samples and additional higher education institutions to obtain more generalizable results.

2.2 The combination of independent variables in this study (i.e., teachers' technology acceptance and perception of professional development) was found to explain only 36% of the variance in the dependent variable (i.e., teacher effectiveness), with the remaining 64% of the variance attributed to variables not considered in this study. Therefore, it is suggested that future researchers include other variables reported to influence teacher effectiveness but were not included in this study, such as emotional intelligence, gender, teaching experience, and student engagement (Devi and Singh, 2024; Pachaiyappan and Raj, 2014).

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