

## Online Teacher Professional Development: An Extension of the Unified Theory of Acceptance and Use of Technology Model

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**Abstract :** The rapid pace of technological innovation, along with a global fascination with the internet, continues to result in a dominating call to integrate internet technologies in institutions of learning. However, the pressing question remains - how can online in-service training for teachers, support quality and success in professional development programmes. The aim of this study was to examine an integrated model that extended the Unified Theory of Acceptance and Use of Technology (UTAUT) with additional constructs - including attitude and behaviour intention - adopted from the Theory of Planned Behaviour (TPB) to answer the question. Data was collected from secondary school teachers at 10 selected schools in the Tshwane South district by means of the Statistical Package for Social Scientists (SPSS v 23.0), and the collected data was analysed quantitatively. The findings are congruent with model testing under conditions of volitional usage behaviour. In this regard, the role of facilitating condition variables is insignificant as a determinant of usage behaviour. Social norm variables also proved to be a weak determinant of behavioural intentions. Findings demonstrate that effort expectancy is the key determinant of online INSET usage. Based on these findings, the variable social influence and facilitating conditions are important factors in ensuring the acceptance of online INSET among teachers in selected secondary schools in the Tshwane South district.

**Keywords :** unified theory of acceptance and use of technology (UTAUT), teacher professional development, secondary schools, online INSET

**Conference Title :** ICSRD 2020 : International Conference on Scientific Research and Development

**Conference Location :** Chicago, United States

**Conference Dates :** December 12-13, 2020