

## TECHNOLOGY PERCEPTIONS AND TENDENCIES AMONG FACULTY AND STUDENTS

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### ABSTRACT

It is widely recognized that institutions of higher education are facing several pressures and challenges. One major challenge facing providers of education is staying current and relevant with technological advances for both business and academic operations (Rice and Miller 2001; Bailey and Dangerfield 2000). While there exists support for the use of educational technologies and recommendations for faculty to interact with technology both in and out of the classroom (Dickson and Segars 1999; Celsi and Wolfenbarger 2002; Chung and McLarney 2000; Rice and Miller 2001; Vannatta and Beyerbach 2000; Yuhasz, Buck, Edwards, and White 2004), there remains a limited understanding as to why some faculty use educational technologies more than others (Durrington, Repman, and Valente 2000; Rice and Miller 2001; Brennan, Miller, and Moniotte 2001; Butler and Sellbom 2002; Vannatta, and Beyerbach 2000; Durrington et al. 2000).

This limited understanding severely hampers the efforts of educational institutions that are striving to be market oriented in their efforts to address the pressures and challenges of today's environment. One concept that can prove helpful in developing this understanding is technology readiness. Technology readiness (TR) is a construct used to measure a person's tendency to adopt technology for accomplishing goals at home and at work (Parasuraman 2000; Parasuraman and Colby 2001; Parasuraman and Grewal 2000). This study investigates levels of TR among students and faculty, as well as their perceptions regarding the use of technology in introductory marketing courses.

Primary data was collected from 178 faculty and 795 students at randomly selected higher education institutions in the U.S. Results show statistically significant differences between the TR levels of

faculty, students, and the general population. Results of the study indicate that TR levels of the general population are lower than both student and faculty TR levels.

It is interesting to note the difference in TR levels between the faculty and students who participated in the study. Because today's university student is currently exposed to such a vast array of technological products and services, it is logical to assume that TR levels of students would be higher than faculty. Surprisingly, results from the study indicate that the average student TR level ( $M = 115.42$ ) was slightly below the average faculty TR level ( $M = 123.44$ ).

Study results also show that the perceptions of faculty and students regarding the use of technology in the classroom are significantly different. Student reported technology use scores ( $M = 54.03$ ) on the average were higher than faculty reported technology usage scores ( $M = 49.84$ ). This indicates that students actually rated the faculty use of technology higher than faculty themselves.

Results from the study confirm the fact that students and faculty in the same education environment can have different TR levels and different perceptions regarding technology use. This is especially important in light of the fact that higher education is increasingly being viewed as a service (Chung and McLarney 2000; Davis and Swanson 2001; Desai et al. 2001; Ford et al. 1999; Ham and Hayduk 2003; Hill 1995; Umashankar 2001). Results of the study confirm that it is imperative that faculty have regular, consistent interaction with students solely for the purpose of gaining feedback on student perceptions regarding technology use.

**References Available on Request**