


Teachers' Intention to Use Digital Resources in Classroom Teaching: The Role of Teacher Competence, Peer Influence, and Perceived Image


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Abstract

Objectives: Rapid advancements in information processing and technology are causing transformations in education at an unprecedented pace. The use of digital resources is becoming essential for educators to ensure the effectiveness of their teaching. There is thus a need to transform ways and means of educating teachers to meet the new challenges. The purpose of this study was to investigate the factors that determine teacher intention to use digital resources in classroom teaching.

Method: The study adopted a single cross-sectional design, in which questionnaires with pre-established scales were completed by 276 university teachers from three major public universities in the Kashmir region of India. The collected data were subjected to descriptive, correlation, and regression analysis.

Results: Findings suggest that intention to use digital resources in the classroom is significantly influenced by teachers' perceptions of their own competence, perceived usefulness and ease of use of technology and digital resources, and peer influence. Among these factors, perceived competence exerts the strongest influence. Results indicate that perceived social image has no significant impact on intention to use digital resources.

Conclusions: The study supports the view that teacher competence and peer influence are two key determining factors for the use of digital resources. Additionally, it demonstrates that digital resources must be perceived to offer potential benefits and ease of use in order to gain widespread acceptance among teachers.

Implications: This research advances the understanding of digital resource adoption in classroom teaching, particularly in developing countries like India. The findings provide critical direction to policymakers and digital resource developers to enhance use of digital resources in classroom teaching by prioritizing the development of useful and user-friendly resources. Moreover, universities should organize training programs to enhance teachers' proficiency in utilizing digital resources for effective teaching.

Keywords: *perceived competency, digital resources, perceived usefulness, peer influence.*

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Introduction

Information and communication technology (ICT) is rapidly transforming the way people interact, buy products, seek information, learn, and study (Chocarro et al., 2021). Advances in technology have brought about significant transformation in the education sector. Teachers now have access to a wide range of digital tools and resources that enhance teaching and learning experiences (Rapanta et al., 2020). Interactive whiteboards, for instance, along with mobile applications, flipped classrooms, interactive multimedia, online learning platforms, and other educational applications have revolutionized classroom dynamics and made learning more engaging (Hung, 2017). These developments also enable a more personalized approach, in which instruction and learning experiences are tailored to meet the individual needs, interests, and abilities of students. However, these advancements also pose challenges for teachers, as keeping up with rapidly evolving technologies requires continuous professional development, upskilling, reskilling, and training. Adapting teaching methods to incorporate technology effectively can be daunting, as it demands a shift in instructional strategies and the ability to navigate various digital tools and resources. The skilled use of these resources and their accompanying technology has become increasingly important and necessary for teachers in living up to the expectations of the learners.

The education sector in developing countries such as India presents unique challenges and considerations for educators, such as inadequate infrastructure and resources, limited access to technology, large classes, an exam-oriented approach, and an emphasis on rote learning. Efforts are being made by the government, educational institutions, and organizations to address these challenges, with aims to enhance teacher training, improve infrastructure, and promote student-centered approaches to teaching and learning (Baharin et al., 2018). In recent years, the government of India has introduced several educational reforms, including the New Education Policy (NEP) 2020, the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), Rashtriya Avishkar Abhiyan (RAA), Atal Tinkering Labs (ATL), and Samagra Shiksha Abhiyan. These reforms focus on digitalization, vocational education, and skill development, using technology to provide universal access to quality education for all learners, regardless of their geographical location, socioeconomic background, or physical abilities.

To promote digitalization in classroom teaching, the Indian government, universities, and allied institutions are spending millions on digital resources, but very little is known about actual usage of digital resources in classroom teaching. It is thus important to develop a finer understanding of teachers' beliefs about embracing technology to enhance classroom teaching. Providing the platform for integrating digital resources and infrastructural support alone is not sufficient for the adoption of technology-enabled resources, unless a user-centric approach is adopted. Understanding the factors that influence teachers' adoption of such technologies is therefore critical to ensuring these resources are effectively integrated into the classroom and utilized to their fullest potential.

Literature Review

Technology Acceptance Model

The study is grounded in the technology acceptance model (TAM) (Davis et al., 1989). TAM suggests that external variables, which are context-specific, influence two beliefs about technology: perceived ease of use (PEOU) and perceived usefulness (PU), which in turn influence user behavioral intention (BI) to adopt the technology. TAM has been extensively used in various contexts, such as online shopping (Nagy & Hajdú, 2021), online banking (Albort-Morant et al., 2022), and wearable technology (Chiang & Hsu, 2016) to predict user acceptance of new technology. Specifically, TAM is widely used as the framework for studies of the adoption of online teaching (Singh, 2021) and the adoption of digital resources in higher education (Rafique et al., 2020); the framework is widely recognized for its predictive power (Venkatesh & Davis, 2000).

Scholars have advocated adding context-specific external variables to the TAM framework to enhance its predictive power. Therefore, we propose an extended version of TAM by incorporating context-specific variables, such as perceived teacher competency, peer influence, and perceived image, as external variables influencing teacher intention to use digital resources. Previous studies have shown a positive relationship between perceived teacher competency and the intention to use technology (An et al., 2022). When teachers feel competent in using digital resources, they are more likely to have confidence in their ability to effectively integrate them into their teaching practices. Peer influence refers to the impact of colleagues or other teachers on an individual's beliefs, attitudes, and behaviors (Chatterjee et al., 2021). Social norms play a crucial role in shaping individual behavior; therefore, if teachers observe their colleagues using digital resources and perceive such use as the norm, they are more likely to show the same behaviour. Perceived image refers to how individuals believe their use or non-use of a particular technology will affect how others perceive them. All of these factors are important in their potential impact on teacher intention to use digital resources.

Dependent and Independent Variables

Behavioral Intention to Use Digital Resources

Behavioral intention (BI) refers to the extent to which an individual is willing to act or behave in a certain manner (Ajzen, 1985). Research indicates that teachers' access to technology and willingness to use it depend on their beliefs, perceptions, and attributes (Teo & Schaik, 2012). It is also widely believed that using technological resources enhances teaching effectiveness (Brdesee, 2021). Furthermore, the amount of time teachers spend on learning online or on digital resources contributes to their teaching effectiveness in the classroom (Malysheva et al., 2022). Understanding teachers' BI regarding the use of digital resources in classroom teaching paves the way for understanding fundamental factors that may facilitate or hinder their use of those resources. Consequently, this study employs intention to use digital resources as the ultimate dependent variable for understanding teachers' beliefs about and perceptions of the use of digital resources.

Perceived Teacher Competency

We define perceived teacher competency as the ability, skills, and knowledge necessary to use digital resources in classroom teaching. It has been observed that competency is positively associated with intention, which means higher competency leads to higher intention to use or perform a task (Bigos & Michalik, 2020). Teaching competency includes understanding learners' needs and meeting those needs effectively. The social and economic well-being of a society is dependent on the quality of educational achievements, which is related to teacher competency (Ozcan, 2021). The ability to use different teaching resources is becoming more and more critical for educators (Muammar et al., 2023); awareness, understanding, and knowledge of technology-enabled resources are also viewed as important aspects of a teacher's competency (Choi et al., 2021).

Perceived Usefulness

Perceived usefulness (PU), from the perspective of TAM, is viewed as a significant determinant of technology

usage (Davis, 1989). Many scholars have empirically demonstrated that PU is positively associated with technology adoption and use (Chen et al., 2020; Davis, 1989; Venkatesh, 2000; Venkatesh & Davis, 2000). Therefore, perceived usefulness, as the degree to which teachers believe using digital resources would enhance their teaching performance, is operationalized in this study.

Perceived Ease of Use

PEOU is defined as the extent to which digital resources are believed to be easy to use (Davis, 1985). It is commonly understood that if users perceive technology as easy to use and user-friendly, they are more likely to use it (Martín-García et al., 2022). The relationship between PEOU and intention has been empirically validated in different technological contexts, such as mobile commerce, online banking, online gaming, online gambling, and online shopping, among others (Kahar et al., 2019; Kasuma et al., 2020; Raman, 2021; Sarkar et al., 2020).

Peer Influence

Peer influence is defined as the way in which an individual's behavior, attitudes, and opinions are affected by the presence of other people or their actions, particularly those in his or her peer group (Wang et al., 2019). Peer influence can take various forms, such as conformity, social norms, and persuasion. While conformity focuses on aligning with the group, social norms establish general expectations, and persuasion aims to change or reinforce attitudes and behaviors through communication strategies. These concepts provide insights into the intricate dynamics of human interaction, decision-making, and the way societies function. Additionally, peer influence can be positive or negative and can be exerted by individuals, groups, or a community. We operationalized peer influence as teachers' evaluation of peer group behavior and the teacher's engagement in that behaviour, which in this case is the use of digital resources. Research has documented that favourable peer influence has a positive impact on behavioural intention (Bashir & Madhaviaiah, 2015; Suki & Suki, 2019; Wang & Genç, 2019).

Perceived Image/Social Status

Perceived image refers to an individual's belief that using a particular technology or displaying a desirable behavior will enhance his or her image among others (Bashir & Madhavaiah, 2014). Thus, people display certain behaviors or act in a specific way so that others may think more favorably of them or form a specific image. Teachers' self-expression through teaching-learning behavior resonates with their self-concept, and this expression builds their image among others (Barni et al., 2019; Ramirez-Correa et al., 2015). Thus, self-expression occurs through their teaching, and learning behavior is interconnected with their self-concept. The way teachers express themselves in the classroom aligns with their personal beliefs and values about education. This expression, in turn, plays a role in shaping how they are perceived by others, influencing their image as teachers within the school community. Teachers are particularly concerned about how others perceive them, as this is how they are recognized and differentiated from other teachers (Barni et al., 2019). Teachers' perceived image or social image acts as a brand image for them, representing how they would like to be identified and recognized (Niikko, 2020). Research has shown inconsistent results regarding the relationship between perceived image and the intention to use new technology. On one hand, some studies on the acceptance of new technology have demonstrated that perceived image has a significant positive effect on the intention to use technology (Ibili et al., 2019; Skog, 2002). On the other hand, a few studies have found that perceived image is not associated with citizens' intention to use government services online (Carter & Bélanger, 2005). In other research, Schaupp and Carter (2005) and Carter and Bélanger (2005) found that image is not a significant predictor of the intention to use.

Purpose of the Study and Hypotheses

Existing research on teacher intention to use information and communication technology is largely fragmented. Scholars have focused on the use of digital resources in rural schools (Muhaimin et al., 2020; Wang et al., 2019); online teaching modes during the COVID-19 pandemic (Benito et al., 2021; Koruga et al., 2023; Kuntz & Manokore, 2022; Lei et al., 2021; Mushtaque et al., 2022; Vlachopoulos, 2022); use of augmented reality and virtual reality in teaching (Fernandez, 2017); blended, mobile, and multimedia learning systems (Hartfield, 2013; Johnston et al., 2021; Morales, 2013; Polanco-Bueno, 2013; Stetz & Bauman, 2013); the relationship between digital competency and vocational education (Antonietti et al., 2022); and the influence of technostress (Joo et al., 2016; Khlaif et al., 2023). A holistic perspective capturing the influence of social, technological, and personal factors on teachers' intention to use digital resources is therefore warranted, in order to develop a greater understanding of the determinants of those intentions. Against this backdrop, the purpose of the study was to investigate the influence of technological factors (perceived usefulness, perceived ease of use), social factors (peer influence), and personal factors (perceived social image and perceived competence) on intention to use digital resources in classroom teaching. In accordance with previous studies and to fulfill the objectives of the study, we propose this hypothesis:

Perceived teacher competency, perceived usefulness, perceived ease of use, perceived image, and peer influence are positively associated with the intention to use digital resources in classroom teaching.

Methods

Research Design

The study is cross-sectional in nature. Self-reported measures were used to capture teacher perceptions of use of digital resources in classroom teaching.

Instrumentation

The instrument consisted of two sections. The first section contained four questions related to the demographic characteristics of the respondents (i.e., education, stream of study, gender, and age) measured on a nominal/ordinal scale. The second section consisted of 24 statements pertaining to five constructs (perceived usefulness, perceived ease of use, perceived competence, perceived image, and peer influence). All were measured using a 5-point Likert scale, with anchors ranging from strongly disagree (1) to strongly agree (5). All the measurement items were adapted from pre-established scales in existing literature with a few minor modifications. The survey instrument was evaluated by two independent university professors who are experts in the education domain to ensure face validity. The departmental ethics committee approved the study.

Independent Variables

Perceived Ease of Use

Perceived ease of use (PEOU) refers to the degree to which digital resources are believed to be easy or effortless to use. The section on PEOU contains four items adapted from Venkatesh et al. (2003). Items were slightly modified to fit into the context of digital resource usage. Cronbach's alpha in the current sample was 0.81 and composite reliability value was 0.79, higher than the threshold limit of the 0.70 recommended by Nunnally (1978).

Perceived Usefulness

Perceived usefulness (PU) refers to the perception of teachers that using digital resources will be useful in

their teaching. PU was measured using three items adapted from Venkatesh et al. (2003). The scale items showed adequate internal consistency, with Cronbach's alpha value of 0.79 and composite reliability of 0.89.

Perceived Competence

Perceived competence (PC) refers to a teacher's ability, skills, and knowledge in the use of digital resources. A shorter version of a competency scale developed by Muammar et al. (2023) was adapted to measure PC. The scale contained six items, as shown in Table 2. Cronbach's alpha was 0.80 and composite reliability value was 0.89.

Perceived Social Image

Perceived social image (PSI) refers to the teacher's perception that using digital resources would enhance his or her social image. PSI was measured using the preestablished three-item scale of Bashir and Madhavaiah (2014). Cronbach's alpha was 0.90 and composite reliability was 0.78.

Peer Influence

Peer influence (PIN) refers to the influence of a peer group on a teacher's perception, attitudes, and intention to use digital resources. PIN was measured using four items adapted from Ajjan and Hartshorne (2008). The construct showed adequate reliability, with Cronbach's alpha value of 0.83 and composite reliability value of 0.80.

Dependent Variable—Behavioral Intention to Use Digital Resources

Behavioral intention to use digital resources (BI) refers to the degree to which a teacher is willing to use digital resources. BI was measured using four items adapted from Ajzen (1985). The construct reflected adequate reliability, with Cronbach's alpha of 0.80 and composite reliability of 0.97.

Data Collection

A list of one hundred randomly selected university teachers in the Kashmir region in India was generated from each of the three universities agreeing to participate. Ethical approval for this study was obtained from the ethics committees of the three universities where data were collected. Of the 300 teachers approached, 276 teachers successfully completed the paper and pencil survey. These teachers were provided with background information regarding the purpose of the research and the definition of key constructs. The remaining 24 teachers were either unavailable or refused to participate in the survey. Informed consent was obtained from all teachers before their participation.

Data Analysis

The collected data was subjected to descriptive, correlation, exploratory factor, and regression analyses using SPSS (V22.0). Exploratory factor analysis using principal component analysis method with varimax rotation was conducted. The factor extraction was done based on eigen value criteria of greater than one as recommended by Hair et al., (2020). Bivariate Pearson correlations were calculated to examine the association between the latent variables. In the multiple regression analysis, the dependent variable (intention to use digital resources) was regressed upon five primary independent variables (perceived competence, perceived usefulness, perceived ease of use, and peer influence towards the use of digital resources) to determine the magnitude and direction of influence. Multicollinearity was tested by calculating construct intercorrelations coefficients. To test for common method bias, the Harman single-factor test (Podsakoff et al., 2003) was conducted. The results revealed that a single factor accounted for 29.34 percent of variances, which is below the threshold limit of 50 percent. This confirmed the absence of common method bias in the dataset.

Results

Table 1 presents the description of respondents. They consisted of nearly equal numbers of men and women (58% men). About 90% of respondents fell within the age range of 30 to 55 years, and most of them held higher qualifications, such as PhD or MPhil (approximately 84%). Around 38% of the respondents belonged to the science stream, while the remaining participants were from the arts, social sciences, or humanities streams.

Table 1. Respondent Profile (n = 276)

Demographic Variable	Group	Frequency	Percentage
Gender	Male	160	57.97
	Female	116	42.03
Age	Up to 30	05	1.81
	30-55	248	89.85
	Above 55	23	8.33
Education	Post-graduation	43	15.58
	PhD/MPhil	233	84.42
Stream	Science	105	38.04
	Arts/social sciences/humanities	171	61.96

Exploratory Factor Analysis

The Kaiser-Meyer-Olkin (KMO) was 0.834 which is greater than the cutoff limit of 0.6, indicating sampling adequacy for factor analysis. The factor analysis led to the extraction of six factors. The factor loading and cross-loadings were evaluated to confirm the validity of the constructs. As shown in Table 2, the factor loadings for all constructs were satisfactory. Items did not show any significant cross-loadings with items of other factors. Furthermore, the interconstruct correlations were less than the 0.8 limit recommended by Hair et al. (2020). Therefore, both convergent and divergent validity were established.

Table 2. *Reliability and Validity of Constructs*

Construct	Item/statement	Factor loading
Perceived competence (CR = .89; α = .80)	1. I feel competent to use digital resources in the classroom.	0.754
	2. I have the ability to use digital resources in my teaching.	0.822
	3. As compared to others, I think I am more capable to use digital resources.	0.767
	4. I think I am skillful enough to use digital resources.	0.776
	5. I am confident about my skills for using digital resources in my teaching.	0.822
	6. I feel anxious about using digital resources.	0.787
Intention to use digital resources (CR = .97; α = .80)	1. I will use digital resources for classroom teaching in future.	0.812
	2. Whenever possible, I intend to use digital resources in my classroom teaching.	0.874
	3. I intend to increase my use of digital resources in future.	0.898
	4. I will recommend the use of digital resources in classroom teaching to others.	0.871
Perceived usefulness (CR = .89; α = .79)	1. Using digital resources in my teaching will enable me to accomplish teaching tasks more quickly.	0.789
	2. Using digital resources would improve my teaching performance.	0.967
	3. Using digital resources would make teaching easier.	0.789
	1. It would be easy for me to become skillful at using the digital resources.	0.713
	2. Learning to use digital resources would be easy for me.	0.881
	3. I would find it easy to get digital resources to do what I want to do.	0.851
Peer influence (CR = .80; α = .83)	1. My peers think that I should use digital resources.	0.786
	2. I believe my peers will encourage me to use digital resources.	0.862
	3. My peers are very supportive of the use of digital resources.	0.847
	4. In general, my peers think that I should use digital resources.	0.874
Perceived social image (CR = .78; α = .90)	1. People who use digital resources have more prestige than those who don't.	0.809
	2. Using digital resources will enhance my social image.	0.911
	3. If I use digital resources my student will think highly of me.	0.822

Table 3 provides the results of Pearson bivariate correlations among constructs. The results indicate that perceived competence, perceived usefulness, perceived ease of use, peer influence, and perceived social image have significant positive correlations with intention to use digital resources.

Table 3. Pearson Bivariate Correlations

Variable	PC	INT	PU	PEOU	PI	PSI
PC	1					
INT	.524**	1				
PU	.219**	.276**	1			
PEOU	.452**	.508**	.249**	1		
PI	.517**	.591**	.235**	.617**	1	
PSI	.214**	.110**	.104**	.212**	.266**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

PC = Perceived competence, INT = Intention to use digital resources, PU = Perceived usefulness, PEOU = Perceived ease of use; PI = Peer influence, PSI = Perceived social image

Table 4 provides results of regression analysis. The overall model was statistically significant $R^2 = 0.650$, $F(5, 271) = 81.96$, $p < 0.05$, indicating that 65% of the variance in intention to use digital resources is explained by the five independent factors. Perceived competence ($\beta = 0.53$) was the strongest predictor of intention to use digital resources, followed by perceived usefulness ($\beta = 0.38$), perceived ease of use ($\beta = 0.292$), and peer influence ($\beta = 0.26$). Thus, when teachers perceive themselves as competent and that their peers support their use of digital resources, they are more likely to use digital resources. Also, teachers who perceive that using digital resources is useful and easy are more inclined to use them. Results indicate that perceived social image, when controlling for other factors in the model, has no significant influence on intention to use digital resources.

Table 4. Results of Multiple Regression Analysis

Standardized Beta Coefficient	t-value	Sig.
	3.657	0.000
0.530	11.60	0.009
0.383	6.819	0.001
0.292	6.743	0.001
0.258	6.053	0.000
0.030	1.607	0.679

Discussion

The objective of this research was to identify the determinants of teachers' intention to use digital resources in classroom teaching. The results indicate that teachers' intention to use digital resources is jointly determined by perceptions of their own competence, perceived usefulness of resources, perceived ease of use, and peer influence. Results show that perceived competence has the strongest impact, followed by perceived usefulness and perceived ease of use, on the intention to use digital resources. It was found that perceived social image has no significant impact on the intention to use digital resources.

The results demonstrate that the impact of perceived competence on the intention to use digital resources is significantly greater than that of other factors. These findings align with previous studies that have shown a

positive relationship between perceived competence and the intention to use technology (Liu et al., 2022; Maksimović & Dimić, 2016). Specifically, the results suggest that teachers who feel more competent in using digital resources are more likely to use them in the classroom. Similar results were reported by Alt et al. (2023), who found that teacher competency is positively associated with use of technology. This emphasizes the importance of providing adequate training and support to teachers to enhance their digital competency, which can lead to more effective integration of technology in education.

Another important outcome of this study is that perceived usefulness and perceived ease of use are strong determinants of intention to use digital resources. These findings validate the main premises of the technology acceptance model (TAM), which posits that usefulness and ease of use are two main predictors of user acceptance of a system (Davis, 1989). Moreover, these results are consistent with previous studies confirming that perceived usefulness is positively associated with adoption of digital resources (Chen et al., 2020; Griskevicius et al., 2010). Similarly, previous studies have reported that the easier the technology or system is to use, the higher the adoption rates (Kasuma et al., 2020; Raman, 2021; Sarkar et al., 2020). Thus, beliefs about using digital resources can enhance the quality of teaching.

In contrast to the assumption that teachers' intention to use digital resources is influenced by their perceived social image, the results of the study showed no significant relationship. This finding is consistent with previous studies (Carter & Bélanger, 2005; Sujata et al., 2019;) that suggested social image is irrelevant to the adoption of technology and others that confirmed that social image is not a significant predictor (Carter & Bélanger, 2005; Schaupp & Carter, 2005). Teachers may be indifferent to the idea that their use or non-use of digital resources will enhance their social image. Therefore, more importance should be attached to factors such as perceived usefulness, ease of use, and competency, which have a more significant influence on intention to use digital resources.

Results also indicate that peer influence has a positive impact on intention to use digital resources. This finding is consistent with previous research conducted by Sujata et al. (2019) and Liu et al. (2022), who found that social influence has significant positive influence on intention to use technology. Additionally, it is well established that social pressure resulting from prescribed social norms can lead to behavioral changes (Griskevicius et al., 2010). Use of technology is influenced by social norms related to its use (Abrahamse & Steg, 2013; Cialdini et al., 2006). Other studies have also found positive association between social norms and intention to use technology (Bashir & Madhaviah, 2015; Suki & Suki, 2019; Wang & Genç, 2019).

Implications

The current study contributes to the literature on technology adoption by university teachers by testing an extended TAM framework in the context of Indian universities; it simultaneously investigated the effects of perceived competence, peer influence, perceived usefulness, perceived ease of use, and perceived image on behavioural intention. Furthermore, this research advances the understanding of digital resource adoption in classroom teaching, particularly in a developing country like India. The study also makes an important theoretical contribution by analyzing the role of perceived competence and perceived social image as stimulators of technology use in classroom teaching. Understanding when and why teachers use digital resources can assist university authorities, policymakers, and the government in designing and developing appropriate measures to create awareness and stimulate interest in technology use among teachers. Moreover, since the study highlights teacher competency and usefulness of resources as important determinants of digital resource usage, authorities and developers can focus on enhancing these attributes to encourage teachers to use these resources. The results suggest that providing user-friendly and easy-to-use resources will further encourage teachers to utilize them. Educational institutions should also prioritize ongoing training and development opportunities for teachers to improve their digital competency and promote the effective use of digital resources in the classroom.

Limitations and Future Research Directions

The study was conducted in Kashmir, India, and was based on university teachers only, which limits the generalization of the results to teachers at other levels or institutions. Furthermore, the sample was drawn from only three major universities. Future research can strive to include teachers from multiple universities for a more representative sample and to encompass teachers from other colleges. The study focused on self-reported measures of intention to use digital resources, whereas future research can concentrate on observing the actual usage of digital resources. Moreover, due to self-reported measures, the presence of social desirability bias cannot be ruled out, as the use of digital resources could be widely advocated and supported as a socially desirable action by teachers. Furthermore, the study employed a single cross-sectional design, while future research can focus on a longitudinal research design to draw more definitive conclusions.

Conclusion

The results indicate that perceived competence, perceived usefulness, perceived ease of use, and peer influence significantly influence university teachers' intention to use digital resources, while perceived social image has no significant impact. The study highlights the importance of providing adequate training and support to enhance teachers' digital competency, as it has the strongest impact on their intention to use digital resources. Additionally, teachers' perception of the usefulness and ease of use of digital resources plays a crucial role in their intention to use them. The study findings suggest that educational institutions should prioritize the provision of useful and user-friendly digital resources, while also leveraging the influence of peer networks to promote the adoption and effective use of digital resources in education. Creating opportunities for teachers to share their experiences and best practices with digital resources with one another can facilitate the establishment of social norms and encourage the adoption of these resources.

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