The interaction between the size of the groups of participation and self-efficacy in the learning strategy of the web-based projects and its impact on the motivation of professionalism and the level of technical acceptance of the students of the educational diploma at the University of Taif

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Abstract

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Intent of the research is to determine the most appropriate size of a participatory group (individual, binary, small group) in the learning strategy of web-based projects when interacting with the level of self-efficacy (high / low). Experimental design was depended on (2x3) for a sample of students of the educational diploma at Taif University. The objectives and criteria for designing and building e-learning projects for students of educational diplomas were determined. To design and build e-learning environment to carry out web based projects strategy. The research depended on some theories like the structural, social, communicative and combinatorial theories. The results showed that there are differences between the averages of the scores of the experimental groups in the proficiency motivation due to the difference in the different participation groups. For the small group and there are statistical differences between the scores of experimental groups in perfection motivation due to the impact of difference in self-efficacy for the benefit of those with high self-efficacy. There were no statistical differences between average scores of experimental groups due to the interaction between participation groups and efficiency. Results showed also statistical differences on the scale of technological acceptance due to different participation groups for the benefit of the small group. There were statistical differences on the technological acceptance scale due to different self-efficacy for the benefit of high self-efficacy ones. There were no statistical differences between the average scores of experimental groups on scale of technological acceptance due to the mutual interaction between participation group and self-efficacy. The results ended with a statistically significant correlation at 0.05 level between the technological acceptance level and the proficiency motivation of the students of the educational diploma when they interacted with the learning strategy of web based projects.

Key words: self-efficacy, the web-based projects, Learning strategy, Motivation, level of technical acceptance.