



## **BRIDGING CONFIDENCE AND PRACTICE: THE EFFECT OF SELF-EFFICACY ON DIGITAL TECHNOLOGIES USE IN TVET TEACHING**

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## **A B S T R A C T**

This study investigates how self-efficacy among TVET lecturers in Malaysia influences their satisfaction and intention to continue using digital technologies (DT) in teaching. Drawing upon Social Cognitive Theory (SCT) and the Expectation Confirmation Model (ECM), a conceptual model was developed and tested using Partial Least Squares Structural Equation Modeling (PLS-SEM) based on survey data from 120 lecturers at Universiti Kuala Lumpur. Results reveal that self-efficacy significantly affects both satisfaction and continuance intention, with satisfaction partially mediating this relationship. These findings underscore the importance of enhancing self-efficacy through institutional support and professional development to foster sustainable technology adoption in TVET teaching.

**Keywords:** *Continuance Intention; TVET; Digital Technologies*