ASJP
Algerian Scientific Journal Platform

Review MECAS **V° 22/ N°1 / June 2026**

Technology Acceptance by Primary School Teachers: An Analysis Using the TAM Model

Zendagui Amina[1]
MECAS Laboratory / Associate professor /AbouBekr Belkaid Tlemcen University
amina.zendagui@univ-tlemcen.dz

Received date: 29.03.2026, Accepted date : 02.05.2026, Publication date: 02.06.2026

Abstract:

This study aims to explore the determinants of technology acceptance among primary school teachers in Tlemcen, Algeria. It examines how perceived ease of use (PEOU) and perceived usefulness (PU) influence attitude (ATT) and, consequently, behavioural intention (INT) to use educational technologies. Data were collected from 200 teachers and analyzed using SPSS 25, with confirmatory factor analysis followed by Structural Equation Modeling (SEM) to test the proposed hypotheses. The results indicate that PEOU positively impacts PU, and both PEOU and PU significantly affect ATT. Attitude, in turn, strongly predicts the behavioural intention to use technology. These findings emphasize the importance of creating a supportive environment to facilitate technology adoption.

Keywords: Technology Acceptance, Perceived Ease of Use, Perceived Usefulness, Attitude, Behavioural Intention

Jel Classification Codes: I21, M31, O33

Introduction

An entire current, known as the "sociology of use," is dedicated to studying the conditions of acceptance, and even rejection, of Information and Communication Technologies. This issue is more relevant than ever, particularly with regard to observing and evaluating the integration of ICTs into society (Chabert, 2002). It is important to emphasize that new information and communication technologies have transformed modes of access and interaction, thereby generating changes in interpersonal relationships within any learning community. (Giardina & Oubenaïssa, 2003). Online learning environments that rely on web technologies in education have created a valuable learning framework (Cheng, Chun-Yu, Yi-Chen, & Ron-C, 2007). Within the context of online learning, several terms have been used, such as online service-learning and e-learning (Bourelle, 2014). In a study by

[1] Corresponding Author.

Bourelle (2014), online service-learning is defined as an experiential learning approach aimed at developing virtual relationships among students, educational institutions, and community partners (Salam, Nurfatimah, & Iskandar, 2019). In such a virtual environment, online learning systems provide flexibility, interactivity, and repeatability of content, all of which significantly enhance learning effectiveness (Cheng, Chun-Yu, Yi-Chen, & Ron-C, 2007). Within the framework of technology acceptance, the Technology Acceptance Model (TAM) originally developed to analyse the influence of external factors on internal beliefs, attitudes, and intention has been widely used as a foundational model for identifying the affective and cognitive determinants of acceptance of specific information technologies in various contexts (Davis, Bagozzi, & Warshaw, 1992; Venkatesh & Davis, 2000; Yi & Hwang, 2003; Ong, Lai, & Wang, 2004; Ndubisi, 2006; Pituch & Lee, 2006). (Cheng, Chun-Yu, Yi-Chen, & Ron-C, 2007), we therefore adopted this model in the present study to assess teachers' acceptance of technology across several schools. The model developed by Davis (1989) is considered one of the most widely used frameworks for measuring user acceptance. It conceptualises behavioural intention, or the willingness to use a technology, through the underlying role of attitudes (Kelly, Kaye, & Oviedo-Trespal, 2023; Ibrahim, Münscher, & Da, 2023). Moreover, it helps researchers and practitioners identify the reasons why a specific context may remain resistant to acceptance (Al-Sharafi, 2016). Initially, the Theory of Reasoned Action (TRA) was more commonly used than TAM; however, TAM became particularly influential because it focuses on the causal relationships between two key beliefs: perceived usefulness (PU) and perceived ease of use (PEOU)**.** Within TAM, these two beliefs are regarded as fundamental to computer acceptance behaviour (Mai, Yoshi, & Tuan). Accordingly, it is posited that these two beliefs namely, perceived usefulness**,** defined as the extent to which using a particular application enhances job performance, and perceived ease of use, defined as the degree to which a potential user perceives the target system as easy to use are of central importance in technology adoption (Davis, 1989; Salhieh, Abu-Doleh, & Hijazi, 2011). It is generally acknowledged that perceived usefulness may be strengthened by perceived ease of use (Lee & Wan, 2010). Several studies, including that of (Moon & Kim, 2001), have confirmed the existence of a relationship between perceived ease of use and perceived usefulness. Similarly, according to (Al-Okaily, 2025) perceived ease of use is a determinant of perceived usefulness. In line with the propositions of TAM, several models suggest that perceived usefulness and perceived ease of use jointly determine attitude, as shown in the studies of (Kim, Chun, & Song, 2009), (Šumak, Heričko, Pušnik, & Gre, 2011) and (Jen-Hwa Hu, Lin, & Chen, 2005) all of whom argue that perceived usefulness and perceived ease of use appear to be important determinants of attitude. Furthermore, according to (Farahat, 2012) in his study identifying the determinants of students' acceptance of e-learning, students' perceptions of ease of use, their awareness of the usefulness of e-learning, and their attitudes towards it are all crucial factors affecting their intention to engage in online learning. These findings are consistent with those of (Chaua & Jen-Hwa Hub, 2002)**,** (Teo, 2009)**.** In light of the above, one of the most important questions addressed in this study is to examine what actually determines the intention to use technology in the context of online education in Algeria. Accordingly, this study aims to explore the impact that perceived ease of use may

exert on perceived usefulness, as well as the influence that these concepts may jointly have on attitude, and, through this mechanism, on behavioural intention**.** Analysing these relationships should contribute to the existing body of literature by addressing the mediating role of attitude, as well as the indirect effects of perceived ease of use and perceived usefulness on intention**.** This study, which focuses on technology acceptance among primary school teachers in different schools in Tlemcen, Algeria**,** addresses a topic that remains relatively underexplored, and its findings may potentially serve as a useful reference point. Thus, this research is expected to provide a better understanding of the determinants of technology use intention**.** With a view to achieving the objectives of this study, the article is structured as follows. First, an introduction is provided, followed by a review of the existing literature on the topic and the presentation of the hypotheses to be tested. The third section presents in detail the methodology used for data processing and hypothesis testing, followed by data analysis and the presentation of the results. Finally, the paper discusses the theoretical, empirical, and managerial implications of the findings, as well as the limitations of the research.

1.Literature review:

As part of this study, we used the Technology Acceptance Model (TAM), as it is particularly relevant for understanding users' adoption of technology.

1.1. Perceived Ease of Use and Perceived Usefulness:

According to Davis (1989), perceived ease of use refers to the degree to which a potential user believes that the target system is easy to use. (Gefen, 2000), further specifies that perceived ease of use leads users to evaluate the intrinsic characteristics of a computer system, such as its ease of use, ease of learning, flexibility, and the clarity of its interface. As for perceived usefulness, (Davis, 1989) and (Salhieh, Abu-Doleh, & Hijazi, 2011) define it as the extent to which users believe that using an online service is beneficial and capable of improving their day-to-day tasks. In a study by (Hong, THONG, WONG, & YAN TAM, 2001) which aimed to provide a conceptual and applied framework for understanding the factors that determine users' acceptance of digital libraries, the findings revealed that users are more likely to adopt a system when they perceive it as easy to use and as providing real added value to their tasks. Similarly, (Ramayah & Ignatius, 2007)), in their study examining the relationship among three beliefs related to e-commerce, found that perceived ease of use ($\beta = 0.78$, $p < 0.01$) is a significant predictor of perceived usefulness. This finding is also supported by (van der Heijden) and (Teo, 2009) whose study sought to develop a predictive model of technology acceptance among trainee teachers at the National Institute of Education in Singapore by analysing the relationships among a set of variables influencing such acceptance, the author also confirmed this effect. Accordingly, the following hypothesis is proposed:

H1. Perceived ease of use has a positive effect on perceived usefulness.

1.2. Perceived Ease of Use and Perceived Usefulness and Attitude :

In accordance with the propositions of the Technology Acceptance Model (TAM) developed by (Davis, 1989), several models suggest that perceived usefulness and perceived ease of use jointly determine attitude**.** Attitude refers to an individual's overall evaluative judgment of a psychological object, expressed through attributive dimensions such as harmful/beneficial, good/bad, pleasant/unpleasant,

and likeable/unlikeable (Šumak, Heričko, Pušnik, & Gre, 2011). In a study by (Jen-Hwa Hu, Lin, & Chen, 2005) on users' acceptance of information and computer security technologies, the authors proposed a model in which perceived usefulness and perceived ease of use jointly determine attitude, thereby supporting the assumptions of TAM. This finding is also supported by (Cheng, Chun-Yu, Yi-Chen, & Ron-C, 2007), whose study aimed to extend the Technology Acceptance Model and demonstrated the influence exerted by these two beliefs on attitude. Accordingly, the following hypotheses are proposed:

H2.Perceived ease of use positively influences attitude.

H3. Perceived usefulness positively influences attitude.

1.3. Attitude and behavioural intention:

The Technology Acceptance Model (TAM) has been empirically validated as a powerful and valuable framework, specifically designed to identify the determinants that predict individuals' intentions to use innovative technologies (Cheng, Chun-Yu, Yi-Chen, & Ron-C, 2007). Existing studies have shown that behavioural intention (BI) can be a determining factor in the actual use of an online learning system. Behavioural intention refers to an individual's readiness or willingness to perform a given behaviour, and it may be influenced by the individual's perceptions and feelings towards the system. In this context, Liu et al. and Matthew K. O. Lee et al. demonstrated that attitude is a direct determinant of behavioural intention (Šumak, Heričko, Pušnik, & Gre, 2011). This finding is also supported by Teo (2009) in his study on modelling technology acceptance in education**,** in which he suggests that a positive attitude also exerts a direct influence on this intention. Similarly, (Chaua & Jen-Hwa Hub, 2002) argued in their study that the relationship between attitude and behavioural intention is significant.(Farahat, 2012) in a study aimed at identifying the determinants of students' acceptance of e-learning, also highlighted that students' perceived ease of use**,** their awareness of the usefulness of e-learning, and their attitudes towards it are all crucial factors influencing their intention to engage in online learning. He further noted that this finding is consistent with the conclusions of Kim, Chun, and Song (2009).Accordingly, the following hypothesis is proposed**:**

H4. Attitude positively influences behavioural intention.

Based on the previously reviewed literature and the resulting hypotheses, we propose the following theoretical model (Figure 1).

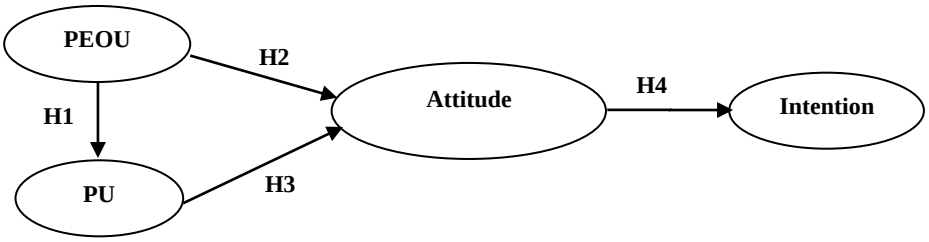


Figure.1. conceptual framework

2.Methods

2.1. Measures

In order to collect data on technology acceptance among primary school teachers from different schools in Tlemcen**,** Algeria, a questionnaire was administered. All items were measured using a seven-point Likert scale**,** ranging from "1" (strongly disagree) to "7" (strongly agree)**.** Measurement instruments adapted from prior studies were used to ensure content validity and to assess the constructs included in this study. Accordingly, the items measuring perceived ease of use and perceived usefulness were adapted from (Davis F. D., 1993). The items measuring attitude were adapted from (Jen-Hwa Hu, Lin, & Chen, 2005), (Šumak, Heričko, Pušnik, & Gre, 2011) ;while those measuring behavioural intention were adapted from (Chaua & Jen-Hwa Hub, 2002), (Šumak, Heričko, Pušnik, & Gre, 2011). The final questionnaire consisted of two sections. The first section included items related to the four variables of the Technology Acceptance Model (TAM)**,** namely perceived ease of use (6 items), perceived usefulness (5 items), attitude (4 items), and behavioural intention (4 items). The second section comprised demographic questions designed to collect information on respondents' age, gender, and income.

2.2. Data Collection Process

Our study was conducted on a sample of 200 primary school teachers from different schools in Tlemcen, Algeria. Among the respondents, 33.5% were male and 66.5% were female. Regarding age, 11% of the teachers were under 30 years old, 47% were between 30 and 40 years old, and 42% were over 40 years old.

.Table. 1. Participants Characteristics. (N=200)

Demographics	Range	Percentage
Gender	Female	66.5%
	Male	33.5%
Age (years)	Less than 30 years	11%
	30–40 years	47%
	Over 40	42%
	school or below	31.92%
Income per month (CDA)	40k -50k	15 %
	More than 50k	85%

Source: Prepared by the researcher [N=200]

Regarding salaries, among the 200 primary school teachers, 15% reported a monthly salary ranging between 40,000 and 50,000 DZD, while 85% reported a salary above 50,000 DZD.

2.3. Research Methods

In order to test the hypotheses of our study, we used the statistical software packages SPSS 25 and Statistica 08. We first conducted a descriptive analysis of the responses provided by the 200 primary school teachers. We then assessed the reliability of the questionnaire items and subsequently confirmed the validity of the measurement model using Confirmatory Factor Analysis (CFA). We also tested the

hypotheses of the theoretical model by applying the Structural Equation Modeling (SEM) approach. Finally, the results obtained and the data analysis were presented.

3.Data Analysis and Results

Structural Equation Modeling (SEM) was conducted in three stages, given the relationships among the variables. The first stage involved assessing the reliability and validity of the model, the second stage consisted of calculating the model fit indices, and the third stage was dedicated to hypothesis testing. The statistical description of the sample had been previously examined.

3.1. Descriptive Statistics and Normality Test

The results of the factor and reliability analyses, presented in Table 2, confirm the validity of the four variables. First, the explained variance of the data, which ranges from 72.55% to 87.93%, exceeds the required threshold of 50%. The resulting factor structure comprises four variables: perceived ease of use (PEOU), perceived usefulness (PU), attitude (ATT), and behavioural intention (INT). These scales are considered sufficiently reliable, with Cronbach's alpha values ranging from 0.86 to 0.92. The descriptive statistics, including the mean scores of the sample responses, indicate values close to the "agree" category (ranging from 5.2 to 6.1). As for the standard deviation, the values are close to 1.5, which indicates a satisfactory quality of the sample responses.

Table 2. Statistical summary (N=200)

Constructs	Items	$\bar{X}$	Std	KMO	Bartlett Test	V(X)	Cronbach's A
Perceived ease of use [PEOU]	6	5.245	2.576	0.811	1148.025	87.939	0.926
Perceived Usefulness [PU]	5	6.003	1.980	0.834	902.9	77.36	0.894
ATTITUDE [ATT]	4	6.133	1.937	0.831	584.18	79.97	0.916
Intention [INT]	4	5.943	1.861	0.768	514.98	72.55	0.867

Source: Prepared by the researcher using SPSS 22 [N = 200].

3.2. Measurement Model

We conducted a Confirmatory Factor Analysis (CFA) by examining the convergent validity of each variable. According to Fornell and Larcker (1981), convergent validity is assessed based on three conditions. First, factor loadings should exceed 0.5, with the exception of one item related to perceived usefulness, with a value of 0.396. As shown in Table 3, the results indicate that the factor loadings of all items are significant at the 0.05 level (T-test > 1.96) and range from 0.53 to 0.97. This allows us to confirm the validity of the constructs .In addition, the Average

Variance Extracted (AVE) is used to assess the amount of variance captured by a construct in relation to the variance due to measurement error, and it should be greater than 0.5. The AVE values for the four constructs, namely PEOU, PU, ATT, and INT, are 0.70, 0.51, 0.75, and 0.64, respectively, thus exceeding the minimum threshold of 0.5 (see Table 3). Finally, we assessed the reliability of each construct using Composite Reliability (CR), with all values exceeding 0.8, which suggests satisfactory internal consistency of the aforementioned scales. Therefore, it can be concluded that the overall dataset demonstrates acceptable convergent validity.

Table 3. Assessment of measurement model (construct validity and reliability)

Constructs	Items/ Factors	Factor Loading	Composite Reliability	Average Variance Extracted (AVE)
Perceived ease of use PEOU	peou1	0.732	0.93	0.70
	peou2	0.971		
	peou3	0.784		
	peou4	0.914		
	peou5	0.832		
	peou 6	0.948		
Perceived Usefulness PU	pu1	0.975	0.86	0.51
	pu2	0.871		
	pu3	0.619		
	pu 4	0.621		
	Pu 5	0.396		
Attitude ATT	Att1	0.913	0.92	0.75
	Att 2	0.854		
	Att 3	0.868		
	Att 4	0.804		
Behavioral Intention INT	Int 1	0.896	0.86	0.64
	Int 2	0.922		
	Int 3	0.533		
	Int 4	0.852		

Source: Prepared by the researcher [N=200]

- **Model Fit Indices**

These indices are used to assess the degree of fit between the theoretical model and the empirical model. Overall, the fit indices indicate a good model fit, whether considering absolute fit indices (CHI2: 3.91, RMSEA: 0.111, AGFI: 0.93, GFI: 0.94), parsimonious fit indices (JMBFI: 0.8), or incremental fit indices (BBNI: 0.93, BBNFI: 0.94).

4. Structural Path Model and Hypothesis Testing

In our study, we applied the Structural Equation Modeling (SEM) approach to test the research hypotheses. Four hypotheses were formulated involving four variables: two independent variables (PEOU and PU), one mediating variable (ATT), and one dependent variable (INT). A hypothesis is considered supported when the test result is significant ($T > 1.96$ and $p < 0.05$). All regression coefficients are presented in Figure 2.

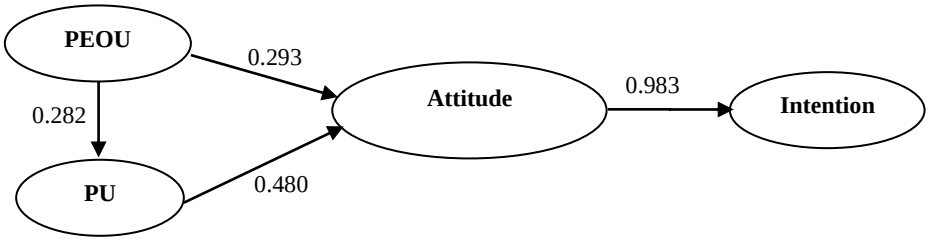


Figure.2. the result of hypothesis testing

As shown in Table 4, the results confirm the positive impact of perceived ease of use on perceived usefulness ($\beta1 = 0.282$, $T > 1.96$, $p < 0.05$), thereby supporting Hypothesis H1. Regarding Hypothesis 2, the results indicate that perceived ease of use also has a positive effect on attitude ($\beta2 = 0.293$, $T > 1.96$, $p < 0.05$). Therefore, Hypothesis H2 is validated.

Table 4. Path Analysis Using Maximum Likelihood Estimates.

Relations entre les Variables latentes	Parameter Estimate βi	Standard Error ξ	Statistic T	Prob Level P
(PEU)-42->(PU)	**0.282**	0.068	4.172	**0,000**
(PEU)-43->(ATT)	**0.293**	0,060	4.905	**0,000**
(PU)-44->(ATT)	**0.480**	0,055	8.681	**0,000**
(ATT)-45->(INT)	**0.983**	0,010	96.813	**0,000**

Source: Prepared by the researcher using Statistica software [N=200]

We subsequently hypothesized that perceived usefulness is positively related to attitude, and the results indicate a significant effect ($\beta3 = 0.480$, $T > 1.96$, $p < 0.05$), thereby supporting this hypothesis. Finally, Hypothesis 4, which examines the relationship between attitude and behavioural intention, was confirmed with a strong and significant impact ($\beta4 = 0.983$, $T > 1.96$, $p < 0.05$).

Conclusions, Implications, and Limitations

➢ Discussion of Results

This study, conducted with a sample of 200 primary school teachers from different schools in Tlemcen, Algeria, aimed to explore the antecedents of technology acceptance in the education sector, as well as the multiple relationships among the TAM variables that influence teachers' intention to use technology. Our findings demonstrated the influence of teachers' perceived ease of use of technological tools on the perceived usefulness, their joint effect on attitude, and subsequently on behavioural intention. We hope that this study provides new insights into technology acceptance in the education sector in Algeria. Our main conclusions are

as follows: As initially hypothesized, perceived ease of use influences perceived usefulness. The results confirm a positive relationship (H1: $\beta 1 = 0.282$, $T > 1.96$, $p < 0.05$) between these two variables. This finding suggests that perceived usefulness is derived from perceived ease of use. Theoretically, these results support and are consistent with findings reported in previous studies (Davis, 1989; Hong, 2002; Ramayah, 2004; Hans van der Heijden, 2004). Furthermore, the literature has demonstrated the impact of both perceived ease of use and perceived usefulness on user attitude. Several studies have suggested a positive correlation between these concepts, including Paul Jen-Hwa Hu (2005), Chen Yi-Cheng (2007), and Šumak (2011). Our study corroborates these findings, confirming Hypotheses 2 and 3, which indicate that perceived ease of use, by reducing cognitive and technical effort, and perceived usefulness, by increasing the perceived value of technology, positively influence attitude (H2: $\beta 2 = 0.293$, $T > 1.96$, $p < 0.05$; H3: $\beta 3 = 0.480$, $T > 1.96$, $p < 0.05$). In our study, the effect of perceived usefulness was greater than that of perceived ease of use; however, since perceived ease of use is a precursor of perceived usefulness, it also reinforces its indirect role in shaping attitude. Finally, our study confirmed Hypothesis 4, which suggests that attitude impacts behavioural intention (H4: $\beta 4 = 0.983$, $T > 1.96$, $p < 0.05$), demonstrating a very strong correlation. This finding is consistent with previous literature that identifies attitude as a crucial factor influencing individuals' intention to engage in online learning, as noted by Chau (2002), Teo (2009), Šumak (2011), and Tahar Farhat (2012).

- **Managerial Implications:** The results of our study highlight the importance of training teachers in the use of technological tools to reduce perceived complexity. Practical workshops should be provided, demonstrating how technology can enhance teaching performance, such as saving time, improving classroom management, and providing access to interactive resources. This should be accompanied by a supportive environment that recognizes and encourages teachers who adopt these tools.

- **Research Limitations:** Like any academic research, this study has certain limitations. First, it focused solely on primary school teachers and did not include middle or secondary school educators; therefore, the findings may differ across educational levels. The sample size is relatively small, and the study was conducted exclusively in Tlemcen, which limits the generalizability of the results at the national level. Additionally, the TAM model does not account for other important variables, such as social influence or cultural compatibility.

References:

Al-Okaily, M. (2025). The influence of e-satisfaction on users' e-loyalty toward e-wallet payment apps: a mediated-moderated model". International. *International Journal of Emerging Markets*, *20*(6), 2428–2454. https://doi.org/10.1108/IJOEM-08-2022-1313.

Al-Sharafi, M. (2016). The Effect Of Security And Privacy Perceptions On Customers' Trust To Accept Internet Banking Services: An Extension Of TAM. *Journal of Engineering and Applied Sciences*, DOI: 10.3923/jeasci.2016.545.552.

Chabert, G. C. (2002). Les usages du "cartable électronique": pour une évaluation des technologies dans l'éducation. *Globalisme et Pluralisme*.

Chaua, P. Y., & Jen-Hwa Hub, P. (2002). Investigating healthcare professionals' decisions to accept telemedicine technology: an empirical testof competing theories. *Information & Management, https://doi.org/10.1016/S0378-7206(01)00098-2, 39*, 297-311.

Cheng, C. Y., Chun-Yu, ,. C., Yi-Chen, ,. L., & Ron-C, Y. (2007). Predicting College Student' Use of E-Learning Systems: an Attempt to Extend Technology Acceptance Model. *Pacific Asia Conference on Information Systems, http://aisel.aisnet.org/pacis2007/121*, 121.

Davis, F. D. (1989). USER ACCEPTANCE OF COMPUTER TECHNOLOGY: A COMPARISON OF TWO THEORETICAL MODELS. *Management science*, *38*(8), DOI: 10.1287/mnsc.35.8.982.

Davis, F. D. (1993). User acceptance of information technology: system characyeristics,user percetions and behavioral impacts. *int.J.Man-Machine studies* , *38*, 475-487.

Farahat, T. (2012). Applying the Technology Acceptance Model to Online Learning in the Egyptian Universities. *INTERNATIONAL EDUCATIONAL TECHNOLOGY CONFERENCE IETC,doi: 10.1016/j.sbspro.2012.11.012, 64*, 95-104.

Gefen, D. D. (2000). The Relative Importance of Perceived Ease of Use in IS Adoption: A Study of E-Commerce Adoption. *Journal of the Association for Information Systems, 1*, DOI: 10.17705/1jais.00008.

Giardina, M., & Oubenaïssa, L. (2003). Projet d'apprentissage/enseignement en ligne. *Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation, file:///C:/Users/N'Tic-Pc/Documents/111AAA%20DOC/enseignement/habilitation/Article%20C%20mecas/GIARDINA-MAX-2003.pdf, 10*, 20.

Hong, w., THONG, J. Y., WONG, W.-M., & YAN TAM, K. (2001, january). Determinants of User Acceptance of Digital Libraries: An Empirical Examination of Individual Differences and System Characteristics. *Journal of Management Information Systems ,https://www.researchgate.net/publication/220591272, 18*(3), 97-124.

Jen-Hwa Hu, P., Lin, C., & Chen, H. (2005). User Acceptance of Intelligence and Security Informatics Technology: A Study of COPLINK. *JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE AND TECHNOLOGY,DOI: 10.1002/asi.20124, 56*(3), 235-244.

Kim, Y. J., Chun, J. U., & Song, J. (2009). Investigating the role of attitude in technology acceptance from an attitude strength perspective. *International Journal of Information Management, doi:10.1016/j.ijinfomgt.2008.01.011, 29*, 67-77.

Moon, J.-W., & Kim, Y.-G. (2001). Extending the TAM for a World-Wide-Web context. *Information & Management, 38*(4), 217-230, DOI: 10.1016/S0378-7206(00)00061-6 .

Moon, J.-W., & Kim, Y.-G. (2001). Extending the TAM for a World-Wide-Web context. *Information & Management ,https://doi.org/10.1016/S0378-7206(00)00061-6, 38*, 217-230.

Ramayah, T., & Ignatius, J. (2007). Impact of Perceived usefulness, Perceived ease of use and Perceived Enjoyment on Intention to shop online. *https://www.researchgate.net/publication/284417406_Impact_of_perceived_usefulness_perceived_ease_of_use_and_perceived_enjoyment_on_intention_to_shop_online*.

Salam, M., Nurfatimah, D., & Iskandar, A. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review,https://doi.org/10.1007/s12564-019-09580-6*.

Salhieh, L., Abu-Doleh, j., & Hijazi, N. (2011). The assessment of e-banking readness in Jordan. *international journal of Islamic and middle eastern finance and management, 4*(4), 325-342.https://doi.org/10.1108/17538391111186564.

Šumak, B., Heričko, M., Pušnik, M., & Gre, a. (2011). Factors Affecting Acceptance and Use of Moodle: An Empirical Study Based on TAM. *Informatica ,https://www.researchgate.net/publication/266074838_Factors_Affecting_Acceptance_and_Use_of_Moodle_An_Empirical_Study_Based_on_TAM, 35*, 91-100.

Teo, T. (2009). Modelling technology acceptance in education: A study of pre-service teachers. *Computers & Education,doi:10.1016/j.compedu.2008.08.006, 52*, 302-312.

van der Heijden, H. (s.d.). User Acceptance of Hedonic Information Systems. *MIS Quarterly Published by: Management Information Systems Research Center, URL: http://www.jstor.org/stable/25148660* ., *28*(4), 695-704.