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مجلة العلوم الإنسانية

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للتواصل:

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نبذه عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حيث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
3- يُكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

الشروط العامة للنشر العلمي

1- عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
2- أن يُراعى في البحث الأصالة والابتكار والجدية العلمية.
3- مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
4- السلامة اللغوية ووضوح الصور والرسوم والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.
5- ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.
6- يقدم الباحث الرئيس تعهداً (حسب أنموذج أ) يفيد أن البحث لم يسبق نشره (ورقيًّا أو إلكترونيًّا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث عن عدم قبول البحث؛ وذلك وفق النموذج المعتمد في المجلة.
7- تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن عدم قبوله أولياً، أو بناء على تقارير المحكمين دون إبداء الأسباب.
8- يقدم الباحث الرئيس (حسب أنموذج ب) تقريرا عن تعديل البحث (بعد التحكيم) وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في من البحث.

الشروط الفنية للنشر العلمي

1- ألا تزيد عدد صفحات البحث عن ثلاثين صفحة حسب المواصفات الفنية الآتية: تكون أبعاد جميع هوامش الصفحة: من الجهات الأربع (3) سم، والمسافة بين الأسطر مفردة، ويكون نوع الخط في المتن باللغة العربية (Traditional Arabic) بحجم (12) وباللغة الإنجليزية (Times New Roman) بحجم (10) وتكون العناوين الرئيسة في اللغتين بالنمط الغليظ (Bold) ويكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) بحجم (10) وباللغة الإنجليزية (Times New Roman) بحجم (9)، وتكون العناوين الرئيسة في اللغتين بالنمط الغليظ.
2- يحتوي البحث على ملخصين: أحدهما باللغة العربية، لا يزيد عدد كلماته عن (200) كلمة، والآخر باللغة الإنجليزية لا يزيد عدد كلماته عن (250) كلمة، ويكون في أسفل الصفحة للملخصين: العربي، والإنجليزي، كلمات مفتاحية (Key Words) لا تزيد على خمس كلمات.
3- ترجمة المراجع العربية إلى اللغة الإنجليزية بعد التحكيم والقبول الأولي للنشر، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (بقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكن قراءة اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع عنوان المقالة إذا كان متوافراً باللغة الإنجليزية في أصل المقالة، وإذا لم يكن متوافراً فتتم ترجمته إلى اللغة الإنجليزية، ثم يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الدورية.
4- يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم ترجمتها، أو رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.
5- تستخدم الأرقام العربية (Arabic.... 1, 2, 3) سواء في من البحث، أو الجداول والأشكال، أو المراجع، وترقم الجداول والأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.
6- يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، والإنجليزي،) حتى آخر صفحة من صفحات مراجع البحث.
7- أسلوب التوثيق المعتمد في المجلة: هو نظام جمعية علم النفس الأمريكية، الإصدار السادس

Ed American Psychological Association 6th (APA)

8- يرسل البحث (إلى البريد الإلكتروني للمجلة J.Humanities@uoh.edu.sa حسب المواصفات الفنية بصيغتي(Word) و(Pdf) مع السيرة الذاتية للباحث أو الباحثة أو الباحثين بعد تعبئة ألنموذج (أ) ويمكن الحصول عليه من الموقع الإلكتروني لمجلة العلوم الإنسانية: https://uohjh.com

المشرف العـــام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. عبد العزيز بن سالم الغامدي

هـيئـــة الـتحريـــر

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الهيئة الاستشارية

فهرس الأبحاث

Assessing the key drivers of tablet usage among students at the University of Ha'il, using an extension of the Technology Acceptance Model (TAM)

تقييم الدوافع الرئيسية لاستخدام الأجهزة اللوحية بين طلبة جامعة حائل، باستخدام النموذج المطور لقبول التكنولوجيا (MAT)

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(قُدم للنشر في 23 /01 /2023، وقُبل للنشر في 10 /03 /2023)

الملخص

استخدمت هذه الدراسة النموذج المطور لقبول التكنولوجيا (TAM) لتقييم الدوافع الرئيسية التي تؤثر على نوايا الطلاب السلوكية (BI) تجاه استخدام أجهزة الكمبيوتر اللوحية. ولجمع البيانات، تم إرسال استبيان إلى 160 طالبًا في جامعة حائل في المملكة العربية السعودية. تم بناء الاستبيان بالاعتماد على عدد من الدراسات السابقة، حيث يقيس جميع العوامل المؤثرة في النموذج المطور. حيث كانت هذه العوامل: مستويات الكفاءة الذاتية للطلاب (SE)، والفائدة المتصورة للجهاز اللوحي (PU)، وسهولة استخدام الجهاز اللوحي (PEU)، والنية السلوكية للطلاب نحو استخدام الجهاز اللوحي. تم تحليل بيانات الاستجابة في خطوتين. تضمنت الخطوة الأولى إجراء تحليل وصفي باستخدام برنامج التحليل الاحصائي SPSS وتضمنت الخطوة الثانية نمذجة المعادلات الهيكلية (SEM)، باستخدام برنامج الاموس AMOS. أظهرت النتائج أن الكفاءة الذاتية للطلاب SE أثرت إيجابيًا على نوايا الطلاب السلوكية BI، حيث أثرت من خلال كل من الفائدة المتصورة للجهاز اللوحي (PU)، وسهولة استخدام الجهاز اللوحي (PEU). هذه النتائج قد تفيد المعلمين على تحقيق قبول واستخدام أوسع على استخدام الأجهزة اللوحية بين طلابهم. علاوة على ذلك، تعد هذه الدراسة كأساس لبناء دراسات المستقبلية.

الكلمات المفتاحية: النية السلوكية (BI)، سهولة الاستخدام المدركة (PEU)، الفائدة المتصورة (PU)، الكمبيوتر اللوحي.

Abstract

This study uses an extended version of the Technology Acceptance Model (TAM) to examine the main drivers affecting students' behavioural intentions (BI) towards using tablet computers. To gather the input data, a questionnaire was sent to 160 students at the University of Ha'il (UOH), in Saudi Arabia. The questionnaire, which was adapted from others used in previous studies, measured all the variables required for the author's proposed extension of TAM. These were: the students' levels of self-efficacy (SE), the tablet's perceived usefulness (PU), the tablet's perceived ease of use (PEU), and the students' BI towards using the tablet. The response data was analysed in two steps. The first involved carrying out a descriptive analysis, using the computer program SPSS Statistics. The second involved Structural Equation Modelling (SEM), using AMOS. The results showed that SE positively affected BI, by itself influencing both PU and PEU. This finding has significant potential to aid educators, by helping them to achieve wider acceptance and adoption of tablets among their students. Furthermore, this paper can be used as a foundation on which to build future studies.

Keywords: behavioural intention (BI), perceived ease of use (PEU), perceived usefulness (PU), tablet.

Introduction:

ETablet integration among students has become one of recent interest for researchers and educators, because of the availability of wireless internet in universities and the decreasing cost of tablets. Tablets can deliver course materials to students more conveniently than other technologies, while also providing educators with various online tools for designing their course activities. For the students themselves, tablets also offer many other useful functions, such as handwriting recognition, text to speech, and educational games—all using a touch screen interface. Such functionalities are highly useful for students (Johnson, 2013), enabling them to enhance their reading, writing and other abilities (Patchan & Puranik, 2016). Kondo et al. (2012) found that learners who used tablets while studying a language course spent significantly more time engaging with the course materials, as well as achieving better results and being more satisfied with the course, than those who did not. Furthermore, tablets have a features of a high flexibility, productivity and portability which leads to an ease of use (Nguyen et al., 2015). Meanwhile, tablets allow students to access to materials and information more rapidly and easily (Zhang & Nouri, 2018; Yalman & Basaran, 2021). According to Gokcearslan (2017), when the learning process occurs in classes with using tablets, the learning process continues also outside the classes.

To receive these benefits, it is essential for students to accept tablets and adopt their usage. Students will only use tablets once they perceive them to be useful and easy to use, and once they feel comfortable with the technology. In recent decades, researchers have developed many models and frameworks in order to more deeply understand the factors that affect the acceptance of various technologies. Among them, the Technology Acceptance Model (TAM) is widely considered the easiest to use, the simplest, and the most powerful (McFarland & Hamilton, 2006). According to the TAM framework, the two key factors that influence a person's intention towards using a technology—both considered core beliefs—are perceived usefulness (PU) and perceived ease of use (PEU). However, according to McFarland and Hamilton (2006), scholars who use TAM for understanding students' intentions towards using a technology can only explain between 45% and 57% of the model variance. Thus, most recent models have been extended by researchers, to include other external factors outside of the TAM framework. This can enhance the model's explanatory power, helping researchers to more deeply understand the factors that affect users' intentions towards use a technology.

For this reason, this study uses an extended TAM model to achieve its aim of reaching a deeper understanding of the factors that affect students' intentions to use tablets. Specifically, the TAM model has been extended to include students' self-efficacy, which is an external factor. This study contributes to TAM literature by investigating students' intentions towards using tablets, and the factors that may influence this. Specifically, it extends TAM in order to examine the influence of students' self-efficacy (SE) on their behavioural intentions (BI) towards using tablets, through the main two TAM constructs: PU and PEU. This study aims to help educators understand which driving factors might affect students' intentions towards accepting and using tablets, which will, in turn, help them to identify effective strategies for improving tablet acceptance and adoption rates.

Literature review

Several theories and models are used to understand students' acceptance and adoption of technologies. For example, the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and the Theory of Reasoned Action (TRA) (Gokcearslan, 2017; Palincsar et al., 2018). However, TAM is the most widely used framework for examining students' intentions toward using tablets. The theory behind TAM was proposed by Davis (1989), who aimed to investigate the effect of belief factors on technology acceptance and adoption. These belief factors are: PU, PEU, attitude (ATT), BI, and actual use (AU) (Legrisa et al, 2003). The theory claims that PU and PEU are the two main core constructs that explain the user's adoption and acceptance of any new technology or system. PEU is the user's level of belief that the technology will require less effort to be used (Davis, 1989). PU is the user's level of belief that the technology will enhance his or her performance (Davis, 1989). According to the TAM explanation, both PU and PEU have a direct positive effect on ATT and BI, which then influences AU. Figure 1 shows the TAM model and its constructs.

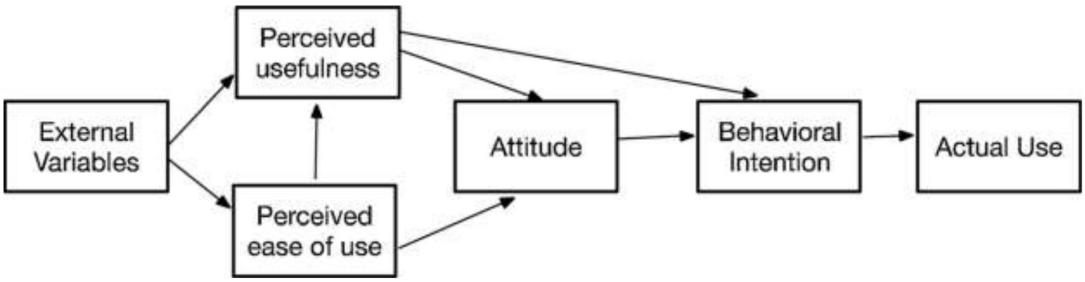

Figure 1: Technology Acceptance Model (TAM) (Davis, 1989)

Several studies have used TAM as a theoretical framework for examining students' adoption and acceptance of different technologies, such as e-learning systems (Park et al., 2012; Bhatiasevi, 2011 ; Al Kurdi et al., 2020), massive online open courses (MOOCs) (Wu & Chen, 2017 ; Alshammari, 2022), M-learning (Park et al., 2012 ; Hsu & Lin, 2022), social networking media (Doleck et al., 2016), and e-book applications (Jin, 2014). Lee et al. (2021) investigated undergraduate students' usage of tablets with digital pens for their learning in Chemistry in university. However, few have modified and extended TAM to better explain users' intentions toward using educational technologies (Nikou & Economides, 2018; Liu et al., 2010). Furthermore, similarly few studies have done so in order to examine the influence of factors such as attitude (Blackwell et al., 2016; Montrieux et al., 2014), student characteristics (Duran, 2016; Couse & Chen, 2010; Johnson, 2013) and students' previous experience levels (Park et al., 2012) on students' BI towards using tablets. Moreover, little research has been done to examine the effect of students' self-efficacy on their BI towards using tablets. Based on our knowledge, there is no study yet have examined the influence of students' self-efficacy as external factor on students' intention toward using tablet in Saudi context. SE is the individual's self-judgment of their personal capability for accomplishing their tasks (Bandura, 1982; Li & Zheng, 2018). In this study, TAM was extended to assess the influence of students' SE, as an external factor, on their BI toward using tablets, through its two constructs—namely, PU and PEU.

Hypotheses

H1: Students' SE has a significant positive effect on tablet PEU.

H2: Students' SE has a significant positive effect on tablet PU.

H3: PU has a significant positive effect on tablet BI.

H4: PEU has a significant positive effect on tablet BI.

The proposed model is presented below, in Figure 2.

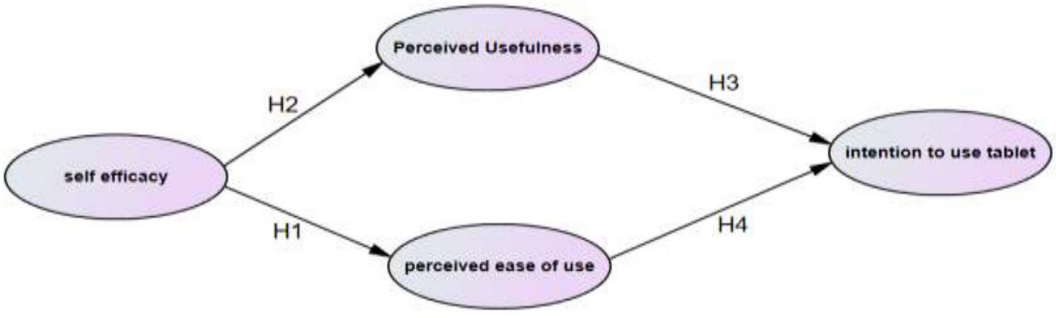

Figure 2: Proposed research model

Research Aims

This study aims at:

1. Examining the effect of students' self-efficacy on students' behaviour intention toward using Tablets.
2. Examining the effect of perceived ease of use on students' behaviour intention toward using Tablets.

3. Examining the effect of perceived usefulness on students' behaviour intention toward using Tablets.

Methods

Participants

The sample comprised 160 students (99 female, 61 male) from the University of Ha'il (UOH). Their subject areas ranged from education and applied college to computer science and art, and their degree levels varied between Diploma, Bachelor and Master. The online survey was sent to them in September to October 2022.

The survey

The survey has two main parts: The first focused on respondents' demographic information, such as their gender, their degree level, the university faculty under which they studied, and the type of device they used primarily. The second part, which was modified from surveys used in previous studies, focused on quantifying all constructs in the proposed research model.

The functions that assess the constructs of PU, PEU and BI to use tables have been adapted from Davis' study (1989), while those that measure the external construct—namely, SE—were adapted and modified from a study by Liu (2010). All items used a five-point Likert scale.

Data analysis

Data analysis was done in two ways. For the first part of the survey, a descriptive analysis was carried out, using the program SPSS Statistics. For the second part, Structural Equation Modelling (SEM) was applied, using AMOS. The latter involved assessing construct validity, convergent validity, and discriminant validity, and then testing the author's hypotheses. Increasingly, using SEM inside AMOS is becoming a standard method for analysing such variables and testing their relationships (Awan, 2015).

Results

Analysing the descriptive information

In regards of the 160 participants, 99 were female (61.9%) and 61 were male (38.1%). A total of 88 were enrolled in a Bachelor's degree (55.0%), compared with 38 who were studying for a Diploma (23.8%), and 34 who were working towards their Master's (21.3%). Altogether, 56 of the students were enrolled within the education faculty (35.0%), while 30 were from the art faculty (18.8%), 47 were from the science faculty (29.4%), 15 were from the computer science faculty (9.4%), and the remaining 12 were from the applied college faculty (7.5%). In total, 98 of the respondents used a smartphone as their primary learning device (61.3%), while 33 used a laptop for the same purpose (20.6%), 19 used a PC (11.9%), and only 10 used a tablet (6.3%). This shows the importance of increasing tablet usage among students, by first understanding the factors that influence this demographic's BI and AU, with respect to these devices. Table 1 shows the respondents' demographic information, as collected from the first part of the survey.

Table (1) Respondents' information

		Frequency	%
Gender	Male	61	38.1
	Female	99	61.9
Degree level	Bachelor	88	55.0
	Diploma	38	23.8
	Master	34	21.3
Faculty	Education	56	35.0
	Science	47	29.4
	Applied college	12	7.5
	Computer Science	15	9.4
	Art	30	18.8
Preferred device	PC	19	11.9
	Smartphone	98	61.3
	Tablet	10	6.3
	Laptop	33	20.6

Table 1: Respondents' demographic information

Applying Confirmatory Factor Analysis (CFA) and SEM

CFA

CFA was used for assessing the measurement model. The measurement model needed to test the following validities: construct, convergent and discriminant (Hair et al., 2014; Awang, 2015). Construct validity is confirmed if all the model's index values fall within the required limits, as defined in the literature. Because of a low factor loading of PU3, PEU2, BI3 and PEU4, these data were removed from the model. After that, CFA was applied. The results are shown in Figure 3.

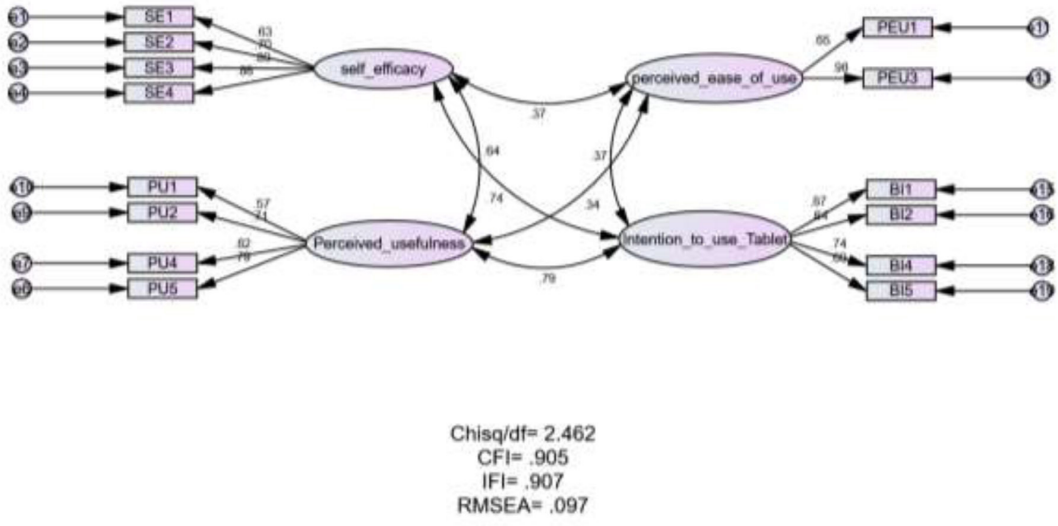

Figure 3: CFA and model indices

Because all the model's index values fall within the limits suggested in the literature, construct validity is confirmed. Table 2 shows the model's index values, alongside those suggested in the literature.

Table 2: Model index values

Category	Index name	Index value	Acceptance level	Decision	Reference
Absolute fit	RMSEA	.097	< 0.1	Accepted	MacCallum et al, 1996
Incremental fit	CFI	.905	> 0.90	Accepted	Awang, 2015
	IFI	.907	> 0.90	Accepted	Awang, 2015
Parsimonious fit	Chisq/df	2.462	< 3.0	Accepted	Awang, 2015

Next, the convergent validity needed to be assessed. Convergent validity is confirmed if the Critical Ratio (CR) value exceeds 0.60 and the AVE value is above than 0.50 (Awang, 2015). Table 3 shows the model's CR and AVE values, which confirm convergent validity.

Table (3) The CR and AVE values

	CR	AVE
Perceived Ease of Use (PEU)	0.810	0.690
Self-efficacy	0.856	0.603
Perceived Usefulness (PU)	0.817	0.533
Behavioural Intention (BI)	0.824	0.543

Finally, discriminant validity needed to be examined. In Table 4, the values written in bold refer to the AVE square root, while the others refer to the construct's correlation. Discriminant validity is confirmed if each value written in bold is greater than all other values in its row and column (Awang, 2015). Thus, discriminant validity was confirmed.

Table 4: Discriminant validity

	perceived_ease_of_use	self_efficacy	perceived_usefulness	intention_to_use_tablet
Perceived Ease of Use (PEU)	0.830			
Self-efficacy	0.373	0.777		
Perceived Usefulness (PU)	0.339	0.641	0.790	
Behavioural Intention (BI)	0.373	0.735	0.787	0.837

SEM

Standardised estimate

Standardised estimates were applied to assess the factor loading of items, the R-squared value of constructs, and the strength of the relationships between constructs in the model. The standardised estimate was run first. The output is shown in Figure 4.

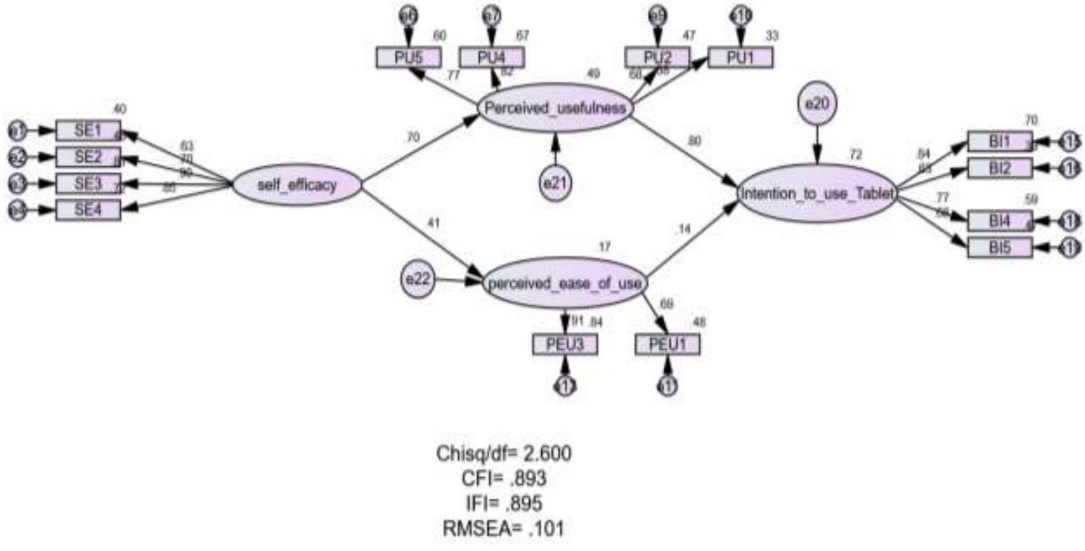

Figure 4: Standardised estimate of the model

Unstandardised estimate

Unstandardised estimates were applied to compute the critical ration, and to test the hypotheses in the proposed model. Figure 5 shows the output.

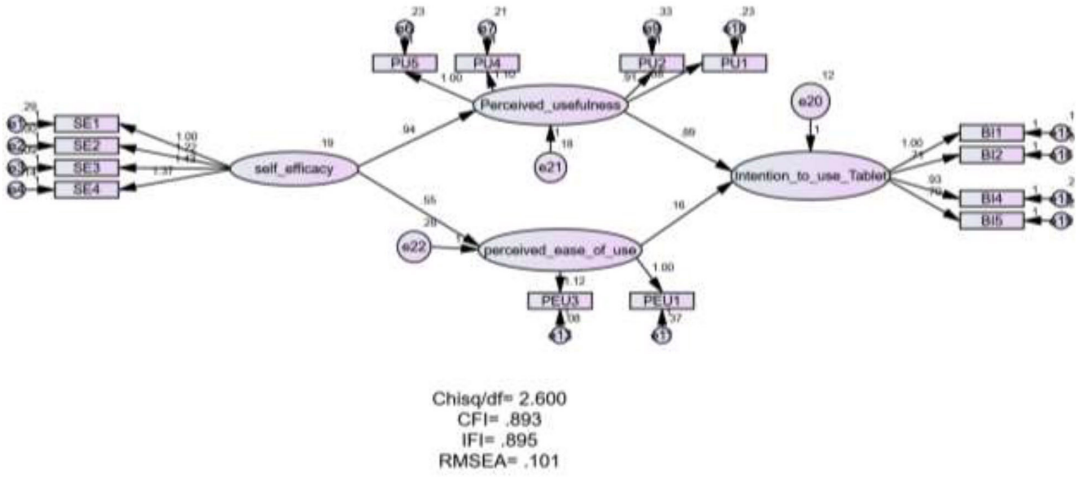

Figure 5: Unstandardised estimate of the model

Regression weights

The results showed that students' self-efficacy had a positive effect on both PEU and PU (β = 0.548, p < 0.05; β = 0. 943, p < 0.05). Thus, the first two hypotheses, H1 and H2, are supported. Moreover, both PU and PEU had a positive effect on BI (β = 0. 894, p < 0.05; β = 0. 161, p < 0.05). Thus, H3 and H4 are also supported. Table 5 shows the regression weights and hypothesis testing results.

Table 5: Regression weight and hypothesis testing

			Estimate	S.E.	C.R.	P	Results
"perceived_ease_of_use	<---	self_efficacy"	.548	.160	3.419	***	supported
"Perceived_usefulness	<---	self_efficacy"	.943	.149	6.317	***	supported
"Intention_to_use_Tablet	<---	Perceived_usefulness"	.894	.106	8.423	***	supported
"Intention_to_use_Tablet	<---	perceived_ease_of_use"	.161	.080	2.014	.044	supported

Discussion

This study aimed to examine the factors that may affect undergraduate students' BI towards using tablets. The findings showed that students' self-efficacy had a direct positive influence on both PU and PEU. These findings are consistent with previous studies (Abdullah & Ward, 2016; Kanwal & Rehman, 2017; Boaten et al., 2016; Al-Mushasha, 2013; Al-Gahtani, 2016).

Students who believe themselves to be more capable of using tablets (i.e., with a higher SE) are more likely to find using tablets both easy and useful. Increasing students' SE is therefore essential, as it contributes indirectly to their BI towards using tablets, by increasing their levels of both PU and PEU. To increase tablet usage among students, university administrators and teaching staff should provide students with more training on how to use these devices for their courses, which is essential to increase their SE.

Moreover, both PU and PEU had a direct effect on students' BI towards using tablets. These findings are also consistent with most previous studies that have analysed e-learning platforms in a similar way (Binyamin et al., 2017; Mohammadi, 2015; Ramírez Anormaliza et al., 2016). Once students perceive tablets as both easy to use and useful, their BI towards using these devices is more likely to increase.

Strengths and limitations:

This is believed to be the first study that extends the TAM model to include SE as an external factor that may influence students' BI towards using tablets in a Saudi context. The study does, however, have some limitations. For instance, it is a purely quantitative study. Future studies may benefit from including both quantitative and qualitative approaches, which could lead to a deeper understanding of students' points of view regarding tablet usage. Moreover, it is impossible to include all factors that may influence students' adoption and use of technologies, but future studies may wish to include other factors that have not been examined in relation to the specific technol-

ogy with which they are concerned. Furthermore, this study focused on just one university: UOH. Future studies may wish to select more samples from multiple universities, in order to determine whether or not the results can be generalized.

Conclusion:

It is essential to examine the driven constructs that might influence students' BI towards using a particular technology. This study aimed to extend the TAM model to include an examination of students' SE on their BI towards using tablets. It was hypothesised that a higher SE would indirectly increase their BI towards using tablets, by itself affecting both the PU and the PEU of the devices. The results supported this. Understanding the factors that affect students' intentions to use a particular technology is essential, as it can help lead to a full adoption and utilisation of the technology. Universities and other educational institutions can likely increase students' SE levels by providing them with specific information and/or instruction about how to use tablets during their studies. The provision of such programs will surely increase the rate of adoption and utilisation of tablets among students.

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