Review of: "Adopting the UTAUT model to understand academic use of emerging technologies among Moroccan nursing students"

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The article "Adopting the UTAUT Model to Understand Academic Use of Emerging Technologies Among Moroccan Nursing Students" explores the impact of the COVID-19 pandemic on the adoption of emerging technologies in the education of Moroccan nursing students. The study employs the Unified Theory of Acceptance and Use of Technology (UTAUT) model to investigate various factors influencing the use of emerging technologies and the potential implications for academic performance. Here's a brief review of the article:

The study addresses a timely and pertinent issue, examining the transition from traditional classroom learning to online education during the COVID-19 pandemic. It particularly focuses on Moroccan nursing students, a group whose adaptation to online learning could significantly impact their education and future careers.

The utilization of the UTAUT model is a sound methodological choice as it provides a comprehensive framework for understanding technology acceptance and use. The research seeks to identify how socioeconomic factors and voluntariness of use affect the relationships within the UTAUT model, shedding light on the dynamics of technology adoption in this specific context.

The analysis of data collected from Moroccan nursing students reveals several interesting findings. The study highlights the dominance of female participants, students between 21 and 24 years of age, and those at the third level of their studies. Additionally, the majority of participants were either previous or future users of emerging technologies, predominantly relying on desktop devices.

One significant discovery is the strong correlation between learning performance and the use of specific devices, such as laptops, desktops, and smartphones. This underscores the pivotal role these devices play in the academic success of nursing students.

The confirmation of the classical UTAUT model within specific groups (Level 2, Level 3, and class size <=50) reinforces the model's relevance in understanding technology adoption in these subpopulations. However, the introduction of a revised UTAUT model, which considers the moderating effects of devices and user status (previous or future users), is an innovative contribution to the field.

The study's conclusion emphasizes the importance of learning devices in the adoption of emerging technologies among

Moroccan nursing students. It also calls for policymakers to reconsider strategies to enhance academic performance among nursing students in light of the findings.

In summary, this article makes a valuable contribution to the understanding of how emerging technologies are being embraced by Moroccan nursing students in the context of the COVID-19 pandemic. It provides insights into the role of devices, user status, and various UTAUT domains in shaping their adoption of these technologies, with implications for academic success. Policymakers and educators in Morocco and beyond should take note of these findings to better support and facilitate the use of technology in nursing education.