

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

Seong Yuen Toh<sup>1</sup>

<sup>1</sup> Sunway University College

Potential competing interests: No potential competing interests to declare.

The majority of the respondents in the sample were female college students between the ages of 21 and 24, and most were current and potential users of technology. A number of important relationships are revealed by the correlation analysis between subjective variables (PE, EE, SI, FC, and VU) and academic use of emerging technologies (ET). For instance, PE has a strong positive correlation with EE, SI, FC, and VU, showing that students who believe high performance expectations are expected of them are more likely to adopt technology easily and be influenced by their social environment. It looks at the relationships between technological adoption-related subjective variables and socioeconomic factors (like age, gender, educational attainment, class size, and technology use). For instance, positive associations between smartphone, laptop, and desktop ownership and the majority of subjective variables indicate that students who own these devices are more likely to have optimistic attitudes towards adopting technology. The analysis is expanded to a revised UTAUT model, which includes moderator variables like laptop, desktop, smartphone, previous user, and future user. It is discovered that these moderators have different effects on the relationships between subjective variables and technology adoption in different sample groups. Furthermore, the significance of previous experience in online teaching and the moderating effect of facilitating conditions on behavioral intentions. There are some valuable insights into the factors influencing the adoption of emerging technologies among nursing students, highlighting the importance of hardware, digital literacy, and facilitating conditions. These findings can inform educational institutions and policymakers in their efforts to facilitate technology integration into nursing education. The value of prior online teaching experience as well as the moderating impact of facilitating conditions on behavioural intentions. The importance of hardware, digital literacy, and supportive environments are highlighted as important factors influencing the adoption of emerging technologies among nursing students. These results can help policymakers and educational institutions in their efforts to streamline technology integration into nursing education.