

Culture and Technology Acceptance Model at Arab Higher Education Institutions: Qatar University as a Model

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Abstract:

The role of culture in utilizing and adopting information technology remains a subject of debate. This study aimed to contribute to the ongoing discussion by investigating cultural dimensions' overall and unique effect on the technology acceptance model. Two hundred and thirty-six students of one of the Arab higher education institutions participated in the study. A Multiple Regression Model was utilized to analyze the collected data. Results revealed that the overall effect of the combined dimensions of culture on the technology acceptance model and each of ease of use and usefulness separately was relatively positive, modest, and significant, explaining approximately one-fourth of the variability of technology acceptance model and about one-fifth of the variability of each of ease of use and usefulness of digital learning. The results validate the proposed hypothesis in the literature that culture significantly affects students' acceptance of technology in Arab higher education institutions.

Keywords:

Technological pedagogical content knowledge, science, technology, engineering, and mathematics, project-based learning, competencies, self-efficacy.