EXPLORING THE ACCEPTANCE OF E-LEARNING TECHNOLOGY IN A CONSTRUCTIVIST LEARNING ENVIRONMENT

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Saif Husam Mohammed *, László Kinyó **

* Ministry Of Education, Iraqi Kurdistan Regional Government
** Institute of Education, University of Szeged

This empirical study evaluates the impact of e-learning technology integration in upper primary and secondary school social studies classrooms in Iraqi Kurdistan. In a region where technology adoption in education is gaining momentum, this study combines the Technology Acceptance Model (TAM) and a Social Constructivist Learning Approach (CLA) to examine how factors such as perceived ease of use, perceived usefulness, and constructivist principles like shared control, critical voice, and student negotiation influence students` attitudes toward technology and perceived e-learning outcomes. Grounded in the TAM framework (Davis, 1989) and extending its applications to educational settings (Venkatesh & Bala, 2008), this study also draws on constructivist learning theories (Vygotsky, 1978; Jonassen, 1991), emphasizing the importance of active, collaborative, and contextual learning experiences. The study proposed ten hypotheses that assess the direct and indirect relationships among these constructs, hypothesizing that constructivist learning principles positively influence key factors like perceived ease of use, usefulness, and student outcomes, which in turn impact attitudes toward technology use and overall e-learning outcomes. Data from 1,289 students in Erbil were analyzed using structural equation modeling (SEM). The results support all ten hypotheses, revealing that constructivist learning approaches significantly enhanced perceived e-learning outcomes, including respect for diversity and student investigation. Perceived usefulness and attitudes toward technology were identified as critical mediators, while perceived ease of use had both direct and indirect effects on attitudes and perceived usefulness. Model fit indices (e.g., SRMR = 0.050986, NFI = 0.743287) indicate a good model fit. These findings highlight the potential of integrating constructivist pedagogy with e-learning technologies to foster meaningful engagement, critical thinking, and inclusive educational practices in multicultural settings. Implications for educators and policymakers underscore the importance of leveraging this integration to promote higher-order thinking and civic engagement.