

Influence of Perceived Usefulness and Perceived Ease of Use of the Khan Academy Platform as Determinants of Teachers Attitude Toward Technology

Anna Mae S. Pandes , Lolito G. Estrera

Graduate School Holy Cross of Davao College

DOI: <https://doi.org/10.47772/IJRISS.2026.100600349>

Received: 30 May 2026; Accepted: 04 June 2026; Published: 24 June 2026

ABSTRACT

Teachers poor attitude toward technology integration is a global concern. The study aimed to determine the significance of perceived usefulness and perceived ease of use of the Khan Academy Platform as determinants of teacher attitude toward technology. Diagnostic research design, simple random sampling, survey technique, and multiple regression analysis were applied. The data from 150 teachers revealed that the determinants significantly influence the criterion, supporting the Technology Acceptance Model. Future studies may explore additional factors influencing teachers attitudes toward technology, while school leaders and teachers should strengthen technological skills, training, support, and resources to sustain positive technology integration in education.

Keywords: Influence of perceived usefulness, perceived ease of use of the Khan Academy platform, determinants of teachers attitude toward technology

INTRODUCTION

Poor attitude toward educational technology remains evident among many teachers despite the rapid growth of the education technology (EdTech) sector, which promotes the use of online platforms and digital tools to make learning more accessible, engaging, and flexible (Li & Lalani, 2020). Many educators remain uncertain about whether these technologies truly enhance their teaching or can be easily integrated into their usual classroom practices (Clipa et al., 2023).

In various countries, a poor attitude toward integrating technology into online learning platforms persists among teachers (Nguyen, 2023). In Vietnam, many teachers showed hesitation toward online teaching and digital learning systems despite the growing use of educational technology in schools (Nguyen, 2023). Studies in Spain and South Korea also revealed that some educators remain uncertain and reluctant to integrate technology-based instruction and online platforms into their teaching practices (Genol et al., 2023; Ko & Shin, 2023).

In the Philippine context, a poor attitude toward educational technology and online learning platforms remains evident among some teachers. Although digital tools such as Khan Academy are increasingly promoted in education, some educators still hesitate to integrate them into the classroom (Khong et al., 2023). Studies also emphasize that technology integration remains limited when teachers exhibit less favorable attitudes toward ICT and online learning platforms (Petko et al., 2023).

Poor attitudes toward technology among teachers may limit the use of digital tools, reduce opportunities for interactive learning, and hinder students' digital skill development (Petko et al., 2023). Reluctance to use online platforms may also lessen the effectiveness of technology-enhanced education (Frontiers Media SA, 2023).

Significance of the Study

The findings could support United Nations Sustainable Development Goal 4 (Quality Education) by encouraging

inclusive, equitable, and technology-enhanced learning environments. For Holy Cross of Davao College, the results may contribute to the implementation of its vision and mission by promoting innovative, technology-integrated teaching practices, enhancing teachers' adaptability to digital learning platforms, and supporting quality, learner-centered education. The findings may also guide educators in effectively utilizing platforms such as Khan Academy to improve instruction and foster positive attitudes toward educational technology. Furthermore, this study may provide valuable insights for administrators in developing training programs and for future researchers seeking to strengthen technology adoption and improve teaching and learning outcomes.

Statement of the Problem

This study determined the significance of perceived usefulness and perceived ease of use of the Khan Academy Platform as determinants of teachers attitude toward technology. Specifically, the study intended to achieve the following objectives:

1. To determine the levels of teacher perceived usefulness of the Khan Academy platform in terms of performance enhancement, effectiveness, and productivity; teachers perceived ease of use in terms of system learnability and system navigation; and attitude toward technology in terms of emotional response, beliefs about technology, and behavioral intention.
2. To determine the significance of the relationship between perceived usefulness and perceived ease of use of the Khan Academy platform and teachers attitude toward technology.
3. to determine the degree of influence of perceived usefulness and perceived ease of use of the Khan Academy platform on teachers attitude toward technology.

Hypotheses

The following hypotheses were to be tested at a 0.05 level of significance.

H₀₁: Perceived usefulness and perceived ease of use do not have a significant relationship with the teachers attitude toward technology.

H₀₂: Perceived usefulness and perceived ease of use do not significantly influence the teachers attitude toward technology.

THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

The Technology Acceptance Model (TAM), developed by Fred Davis (1989), explains that individuals' acceptance and use of technology are primarily influenced by two factors: Perceived Usefulness and Perceived Ease of Use. The theory emphasizes that users are more likely to accept and use a technological system when they believe it can improve their performance and perceive it as easy to use. TAM further explains that these perceptions influence an individual's attitude toward technology, which, in turn, affects their intention and actual behavior when using technological tools and online platforms.

This theory supports the present study by explaining how teachers perceptions of the Khan Academy platform may influence their attitude toward technology. The study's variables, namely Perceived Usefulness and Perceived Ease of Use of the Khan Academy platform, were aligned with the core concepts of the Technology Acceptance Model. In addition, teachers attitude toward technology, particularly in terms of emotional response, beliefs about technology, and behavioral intention, reflects the theory's emphasis on how user perceptions shape technology acceptance and usage behavior

Criterion Variable

Predictive Variable

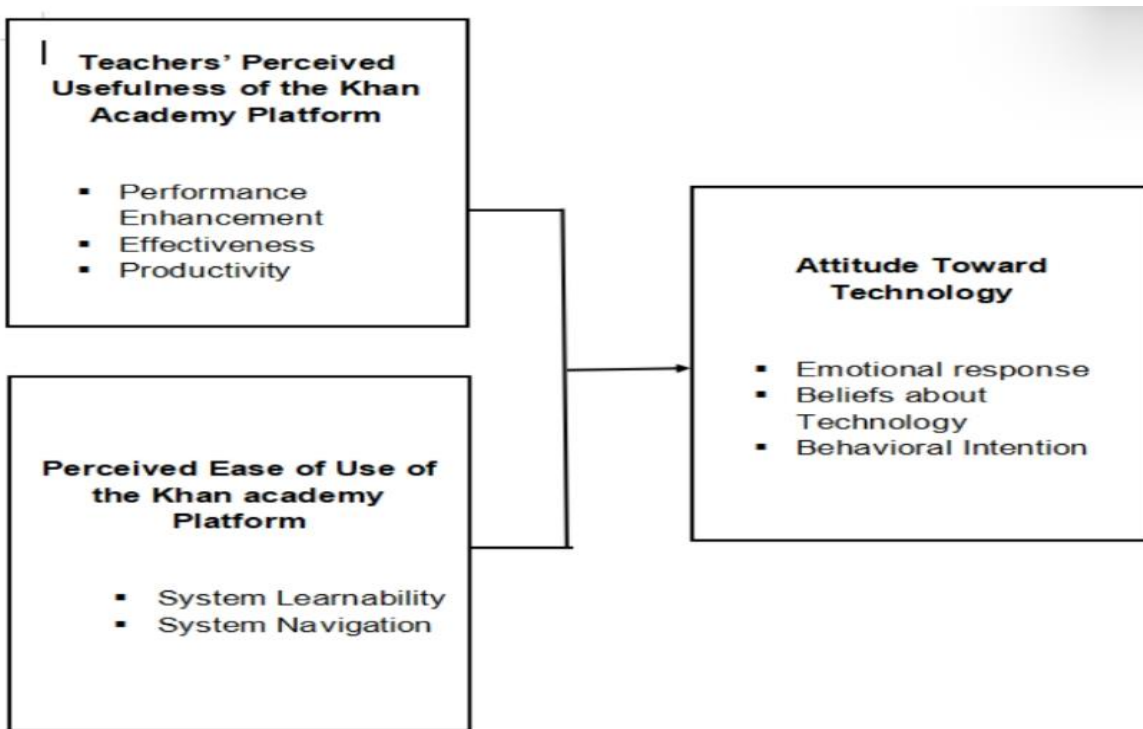


Figure 1. Paradigm of the Study (Anchored on TAM)

METHODOLOGY

This section includes the research design, the study locale, the sample and sampling, the data-gathering technique, data analysis, and ethical considerations.

Research Design

This study employed diagnostic research design. According to Kumar (2022), a diagnostic research design is used to identify and analyze the causes of a particular problem or phenomenon by examining the relationships among variables and providing a deeper understanding of a specific situation. This research design was deemed appropriate for the study because it enabled the researchers to determine the relationship and influence of teachers perceived usefulness and perceived ease of use of the Khan Academy platform on their attitude toward technology based on the Technology Acceptance Model.

Locale of the Study

The study was conducted in a selected Public Secondary and Elementary School in North Cotabato, where teachers had access to and utilized the Khan Academy platform. These schools were chosen as the research locale because they were qualified as Khan Academy implementing schools in North Cotabato. The focus on public secondary and elementary schools provided a relevant context for examining how Khan Academy supported teaching, given the growing emphasis on technology-enhanced learning in the Philippine education system.

Sample and Sampling Technique

The study involved 150 teachers from selected public secondary and elementary schools as respondents. The number of participants was limited to 150 due to the availability of teachers within the selected schools, time constraints for data collection, and logistical considerations for administering the survey. A simple random sampling technique was employed, in which all teachers in the selected schools had an equal chance of being

selected as participants. This approach minimized selection bias and ensured that the sample was representative of the broader teacher population in the area.

Data Gathering Technique

In this study, a survey data-gathering technique was employed. According to Taherdoost (2021), survey research is a method for collecting information from respondents via structured questionnaires to determine their perceptions, attitudes, and behaviors regarding a particular topic. The study utilized an adapted and modified questionnaire based on the Technology Acceptance Model (TAM) developed by Fred Davis (1989) to gather the necessary data.

The questionnaire used a four-point Likert scale and was designed to determine how teachers' perceptions of the Khan Academy platform relate to their attitude toward technology. The first part of the questionnaire measured teachers' perceived usefulness of the Khan Academy platform, using indicators of performance enhancement, effectiveness, and productivity. The instrument consisted of 15 items and demonstrated excellent reliability (Cronbach's Alpha = 0.952).

The second part measured teachers' perceived ease of use of the Khan Academy platform with the indicators of system learnability and system navigation. The instrument consisted of 8 items and demonstrated good reliability (Cronbach's alpha = 0.872).

Lastly, the third part measured teachers attitude toward technology using the indicators of emotional response, beliefs about technology, and behavioral intention. The instrument consisted of 15 items and demonstrated excellent reliability (Cronbach's alpha = 0.941).

Data Analysis Technique

cale	Level	Perceived Usefulness	Perceived Ease of Use	Attitude toward Technology
3.26 – 4.00	Very High	Very strong	Very strong	Very positive
2.50 – 3.25	High	Strong	strong	Positive
1.75 – 2.49	Low	Weak	Weak	Negative
1.00 – 1.74	Very Low	Very weak	Very Weak	Very Negative

In this research, descriptive, correlation, and regression analyses were utilized to examine and interpret the data. In descriptive analysis, the mean and standard deviation were employed. The mean determined the level of the variables, while the standard deviation measured the extent of variation or dispersion in the respondents' answers. Moreover, in the correlation analysis, the Pearson Product–Moment Correlation Coefficient was used to assess the strength and direction of the relationship between the variables. Ultimately, multiple linear regression was used to determine the influence of the independent variables on the dependent variable, using standardized beta coefficients, p-values, and the coefficient of determination (R^2). These statistical tests were used to determine whether the study's null hypotheses were accepted or rejected.

Furthermore, the matrix containing the scale, descriptive level, and corresponding interpretation for each variable in this study was also presented. This measure was used primarily to assess Perceived Usefulness, Perceived Ease of Use, and Attitude toward Technology.

To measure and interpret the standard deviation, the following standard schemes were followed.

Standard Deviation	Level of Variability	Interpretation
1.50 and above	High	Widely spread, varied perceptions
1.00-1.49	Moderate	Moderate differences

0.50-0.99	Low	Relatively consistent with minimal differences
0.00-0.49	Very low	Highly consistent with a tight clustering around the mean.

For the interpretation scale of r -value, the following scheme was used as proposed by Guilford (1956):

Computed r Descriptive Interpretation

+/- 1.00 Perfect correlation

Between +/- 0.75 – +/- 0.99 High correlation

Between +/- 0.51 – +/- 0.74 Moderately high correlation

Between +/- 0.31 – +/- 0.50 Moderately low correlation

Between +/- 0.01 – +/- 0.30 Low correlation

0.0 No correlation

Lastly, multiple linear regression analysis was used to examine the relationship between a single dependent variable and two or more independent variables, allowing researchers to determine the combined influence of multiple predictors on a single dependent variable and to predict outcomes accordingly (Bevans, 2023).

In terms of Scale of Beta (β) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

β value range	Strength of Influence
± 0.00 - ± 0.09	<i>Very Weak</i>
± 0.10 - ± 0.29	<i>Weak</i>
± 0.30 - ± 0.49	<i>Moderate</i>
± 0.50 - ± 0.69	<i>Strong</i>
± 0.70 and above	<i>Very Strong</i>

Ethical Considerations

This study upheld the principles of respect, confidentiality, and voluntary participation in accordance with ethical research standards. Participation in the survey was voluntary, and respondents were informed of the study's purpose, objectives, and procedures before data collection. Respondents had the right to withdraw from the study at any time without any negative consequences. In addition, informed consent was obtained from all respondents, and no personal identifiers were included in the data analysis or reporting to ensure anonymity. Further, to ensure the protection of respondents, the integrity of the research process, and the validity of the findings, the researcher strictly adhered to the ethical guidelines outlined by the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (HCDC-SMILE). This body reviewed and approved the study, including its research instruments, before implementation. Finally, permission from the Schools Division Superintendent was formally secured to conduct the study within public schools under its jurisdiction.

RESULTS

In this section, the study's results are presented. Specifically, the descriptive, correlation, and regression analyses results are shown. Finally, the summary of the findings was established.

Descriptive Statistics

Table 1 is the descriptive table. It contained the predictive and criterion variables involved in the study. It also included the number of respondents, standard deviations, computed means, and the corresponding descriptive interpretations.

Table 1. Descriptive Table (n = 150)

Variables	SD	Mean	Interpretation
Teachers Perceived Usefulness	0.41	3.52	Very High
Performance Enhancement	0.44	3.57	Very High
Effectiveness	0.49	3.51	Very High
Productivity	0.44	3.49	Very High
Perceived Ease of Use	0.38	3.54	Very High
System Learnability	0.46	3.47	Very High
System Navigation	0.39	3.61	Very High
Teachers Attitude Toward Technology	0.38	3.57	Very High
Emotional Response	0.41	3.60	Very High
Beliefs about technology	0.42	3.47	Very High
Behavioral Intention	0.41	3.63	Very High

Specifically, the table showed that the teachers perceived usefulness variable obtained a mean of 3.52 described as very high. This suggested that the platform demonstrated a very strong level of functional effectiveness. All indicators registered as very high. The corresponding standard deviation of 0.41 showed that the variability was highly consistent.

Moreover, the perceived ease of use variable obtained a mean of 3.54, described as very high. It indicated that the platform demonstrated very strong system usability. All indicators registered as very high. The standard deviation of 0.38, described as the variability, was highly consistent.

Finally, the teachers attitude toward technology variable obtained a mean of 3.57 described as very high. This indicated a very positive attitude toward the Khan Academy platform. All its indicators were described as very high. The standard deviation of 0.38 indicates that the variability was highly consistent.

Correlation Analysis

Table 2 is the correlation table. It presented the predictive and criterion variables. The table also presented the corresponding Pearson R-values, p-values, decisions on the null hypothesis, and their interpretations.

Table 2. Correlation Table (n = 150)

Variables	Teachers Attitude Toward Technology			
	Pearson r-value	p-value	Decision on Ho1	Interpretation
Perceived Usefulness of Khan Academy Platform	0.747	0.000	Rejected	Significant with a high positive correlation

Perceived Ease of Use of the Khan Academy Platform	0.748	0.000	Rejected	Significant with a high positive correlation
--	-------	-------	----------	--

Specifically, the table showed that the correlation between perceived usefulness and teachers attitude toward technology variables obtained a p-value of 0.000, which was less than 0.05 degree of confidence. Hence, the null hypothesis was rejected. It indicated that the correlation is statistically significant. The corresponding r-value of 0.747, indicated moderately high correlation. This implies that as perceived usefulness increases, teachers' positive attitude towards technology tends to increase as well.

Similarly, the correlation between perceived ease of use and teachers attitude toward technology variables yielded a p-value of 0.000, which was less than 0.05 degree of confidence. Hence, the null hypothesis was rejected. It indicated that the correlation was statistically significant. The corresponding r-value of 0.748 showed a moderately high correlation. This implies that as perceived ease of use increases, teachers' positive attitude toward technology tends to increase as well.

These results implied that perceived usefulness and ease of use were important factors influencing teachers attitudes toward the platform, greater perceived usefulness increases the likelihood of positive acceptance. At the same time, greater ease of use acts as a facilitator, encouraging teachers' willingness to adopt and integrate the technology into their teaching practices.

Regression Results

Table 3 presents the regression analysis. It examined the influence of the predictive variables and criterion variables. The table also presented the unstandardized and standardized beta coefficients, t-values, p-values, decisions on the hypothesis, and their corresponding interpretations.

Table 3. Regression Table (n = 150)

Predictors	Teachers Attitude Toward Technology						Interpretation
	Unstandardized Coefficients		Standardized Coefficients			Decision on Ho	
	B	Std. Error	Beta	T	Sig.		
Constant	3.567	0.031	-	116.483	0.001	-	-
ceived Ease of Use of the Khan Academy Platform	0.466	0.054	0.475	8.708	0 .001	Rejected	Positive significant influence

Model Summary

$R=.842$, $R^2 = .708$, $F(2, 147) = 178.317$, $p\text{-value} = .000$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The table specifically showed that the influence of teachers perceived usefulness of the khan academy platform on teachers attitude toward technology obtained Beta coefficient of 0.472 indicating that the strength of perceived usefulness to influence the attitude toward technology was moderate. The corresponding p-value of

0.001 was less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicated that perceived usefulness significantly influences attitude toward technology. This implies that for every unit change in perceived usefulness, there is a corresponding 0.472 unit change in the criterion.

Similarly, the influence of perceived ease of use of the khan academy platform on teachers attitude toward technology obtained a Beta coefficient of 0.475 indicating that the strength of perceived ease of use to influence the criterion variable was moderate. The corresponding p - value of 0.001, which was less than the 0.05 level of significance, hence, the null hypothesis was rejected. This indicated that perceived ease of use significantly influenced attitude toward technology. This implies that for every unit change in perceived ease of use, there was a corresponding 0.475 unit change in the criterion.

The table also showed the R-squared value of 0.708, indicating strong combined influence of perceived usefulness, perceived ease of use and the teachers attitude toward technology variable, with a corresponding p-value of 0.000, which was less than 0.05 level of significance. Hence, the null hypothesis was rejected. It indicated that the combined influence of perceived usefulness and perceived ease of use on teachers attitude toward technology is significant.

The results revealed that, among the two determinant variables, perceived ease of use exerted a slightly stronger influence than perceived usefulness, although both predictors contributed almost equally to the model. This highlighted that both the platform's functionality and usability were critical factors in shaping teachers' attitudes.

SUMMARY OF FINDINGS

Based on statistical results, it was specifically found that:

1. Perceived usefulness and perceived ease of use significantly correlated with the teachers attitude toward technology.
2. Perceived usefulness and perceived ease of use significantly influenced the teachers attitude toward technology.

DISCUSSIONS

In this section, the findings are discussed. The discussions aim to highlight how the study's results either support or contradict previous findings. Included here as well are the conclusion and recommendations based on the results and discussions.

Perceived Usefulness and Attitude toward Technology Correlation

The findings revealed that perceived usefulness has strong and significant positive relationships with teachers attitude toward technology. This finding is supported by the study of Luik and Taimalu (2021), which described that perceived usefulness positively influenced teachers' attitudes toward technology integration in education. Similarly, the current study by Du et al. (2022) concluded that teachers tend to show more positive attitudes toward technology when they perceive it as useful for instructional performance and productivity.

However, the current study by Shrestha and Vassileva (2019) found that perceived usefulness did not always strongly influence users' acceptance and attitudes toward technology, with other factors, such as system quality and perceived enjoyment, being more influential.

Perceived Ease of Use and Attitude Toward Technology Correlation

The findings of this states that perceived ease of use significantly correlates with the teachers attitude toward technology. This finding aligns with the study by Al-Emran et al. (2022), which reported that perceived ease of use significantly influences users' positive attitudes toward educational technology platforms, indicating that teachers are more likely to develop favorable attitudes when digital tools are easy to learn and use. Similarly,

the present study by Al Mamun et al. (2023) revealed that ease of use enhances educators' willingness and positive disposition toward integrating technology into teaching and learning.

In contrast, the existing study by Misirlis and Munawar (2023) found that perceived ease of use had no strong correlation with attitude toward the use of metaverse technologies in education, suggesting that teachers and students may still hesitate to adopt technology despite its ease of use. Likewise, the present study of Genol et al. (2023) reported that teachers' attitude toward technology were more strongly influenced by teaching style and pedagogical beliefs rather than the perceived ease of using technology itself.

Influence of Perceived Usefulness and Ease of Use of the Khan Academy Platform on Teachers Attitude Toward Technology

The current findings show that both perceived usefulness and perceived ease of use have a positive and significant influence, with perceived ease of use having a slightly greater impact than perceived usefulness. The current study by Scherer et al. (2023) affirms that perceived usefulness and perceived ease of use significantly influence teachers' attitudes toward educational technology adoption. Their study emphasized that teachers are more likely to develop positive attitudes when digital platforms are beneficial and easy to use in classroom instruction. Similarly, the existing study by Al-Emran and Teo (2022) reported that perceived usefulness and ease of use positively affect educators' attitudes toward integrating online learning platforms into teaching.

On the other hand, the present study by Salele and Khan (2022) emphasized that teachers' attitudes toward technology were more strongly influenced by social influence and perceived behavioral control than by perceived ease of use. Similarly, the existing finding of Misirlis et al. (2023) reported that perceived ease of use did not significantly influence users' attitudes toward educational technology adoption.

CONCLUSION

Based on the findings, it was concluded that perceived usefulness and perceived ease of use of the technology significantly influence teacher attitude towards technology. This result affirms the Technology Acceptance Model (TAM). Such a model posits that individuals' acceptance and use of technology are primarily influenced by two factors: Perceived Usefulness and Perceived Ease of Use. The theory emphasizes that users are more likely to accept and use a technological system when they believe it can improve their performance and perceive it as easy to use. TAM further explains that these perceptions influence an individual's attitude toward technology, which, in turn, affects their intention and actual behavior when using technological tools and online platforms.

RECOMMENDATIONS

Based on the conclusion, it is recommended that future research may explore other variables not included in the present study to explain the remaining 29.2% of the variance in teachers' attitude toward technology, such as teachers' self-efficacy and institutional support in using technology, to validate the Technology Acceptance Model further and expand understanding of factors influencing technology adoption in education. School leaders may strengthen teachers' technological self-efficacy, digital competence and access to training, technical support and resources should be made readily available to assist teachers in addressing challenges encountered while using the platform, thereby sustaining positive perceptions and usage. Teachers may continuously enhance their technological skills and actively participate in training programs and professional development activities to build confidence, competence, and a positive attitude toward integrating the Khan Academy platform into teaching and learning.

REFERENCES

1. Al-Emran, M., & Teo, T. (2022). Do knowledge acquisition and knowledge sharing really affect e-learning adoption? An empirical study. *Education and Information Technologies*, 27(2), 1981–1998. <https://doi.org/10.1007/s10639-02110696-0>

2. Albalá Genol, M. A., Sánchez-Pujalte, M. L., Etchezahar, E., & Durao, M. (2023). Spanish trainee teachers' attitudes toward the use of technology in education: Variables involved. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231215868>
3. Al Mamun, A., et al. (2023). Ease of use and educators' willingness toward technology integration in teaching and learning.
4. Bevans, R. (2023). Multiple linear regression: A quick guide with examples. Scribbr. <https://www.scribbr.com/statistics/multiple-linear-regression/>
5. Clipa, O., Delibas, C.-S., & Măță, L. (2023). Teachers' self-efficacy and attitudes towards the use of information technology in classrooms. *Education Sciences*, 13(10), 1001. <https://doi.org/10.3390/educsci13101001>
6. Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates. <https://doi.org/10.4324/9780203771587>
7. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information Du, W., Liang, R., & Liu, D. (2022). Teachers' perceptions of technology usefulness and attitudes toward educational technology integration.
8. Frontiers Media SA. (2023). Teachers' attitudes toward technology-enhanced learning and online education. *Frontiers in Education*. <https://www.frontiersin.org/>
9. Guilford, J. P. (1956). *Fundamental statistics in psychology and education* (3rd ed.). McGraw-Hill. <https://archive.org/>
10. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning. <https://www.cengage.com/>
11. Khong, H., Celik, I., Le, T. T. T., Lai, V. T. T., Nguyen, A., & Bui, H. (2023). Examining teachers' behavioural intention for online teaching after COVID-19 pandemic: A large-scale survey. *Education and Information Technologies*, 28, 5999–6026. <https://doi.org/10.1007/s10639-022-11417-6>
12. Ko, Y., & Shin, W. S. (2023). Exploring teachers' intention to integrate technology: A comparison between online- and AR/VR-based instruction. *Technology, Pedagogy and Education*, 32(4), 537–554. <https://doi.org/10.1080/1475939X.2023.2237037>
13. Kumar, R. (2022). *Research methodology: A step-by-step guide for beginners* (6th ed.). Sage Publications. <https://us.sagepub.com/>
14. Li, C., & Lalani, F. (2020, April 29). The COVID-19 pandemic has changed education forever. This is how. World Economic Forum. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
15. Luik, P., & Taimalu, M. (2021). Predicting the intention to use technology in education among student teachers: A path analysis. *Education Sciences*, 11(9), 564. <https://doi.org/10.3390/educsci11090564>
16. Misirlis, N., & Munawar, M. N. (2023). Exploring attitudes toward metaverse technologies in education and technology adoption behavior. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11775-0>
17. Misirlis, N., Nikolaidis, Y., & Sabidussi, A. (2023). Should I use metaverse or not? An investigation of university students' behavioral intention to use MetaEducation technology. *arXiv*. <https://arxiv.org/abs/2311.15251>
18. Nguyen, H. T. T. (2023). Factors affecting high school teachers' attitudes towards online teaching. *International Journal of Online Pedagogy and Course Design*, 13(1). <https://doi.org/10.4018/IJOPCD.322790>
19. Petko, D., Prasse, D., & Cantieni, A. (2023). The moderating role of school facilitating conditions and attitudes towards ICT on teachers' ICT use and emphasis on developing students' digital skills. *Computers in Human Behavior*, 150, 107994. <https://doi.org/10.1016/j.chb.2023.107994>
20. Salele, N., & Khan, M. S. H. (2022). Engineering trainee-teachers' attitudes toward technology use in pedagogical practices: Extending Computer Attitude Scale (CAS). *SAGE Open*, 12(2). <https://doi.org/10.1177/21582440221102436>
21. Scherer, R., Siddiq, F., & Tondeur, J. (2023). Teachers' adoption of educational technology: The role of perceived usefulness and perceived ease of use. *Computers & Education*, 191, 104640. <https://doi.org/10.1016/j.compedu.2022.104640>

-
22. Shrestha, A. K., & Vassileva, J. (2019). Factors influencing user acceptance and attitudes toward technology integration.
 23. Taherdoost, H. (2021). Data collection methods and tools for research: A step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management*, 10(1), 10–38. <https://hal.science/hal03741847/document>