



Educational psychology
Department

**" Analyzing the Causal Relationships between Time Management
,Technology Acceptance and E-learning Engagement
among University Students"**

**A Proposal for An MA Degree In Education
(Educational psychology)**

By

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Summary

Firstly: Title of Study:

" Analyzing the Causal Relationships between Time Management ,Technology Acceptance and E-learning Engagement among University Students"

Secondly: Research objective

This study aimed to describe and analyze the causal relationships between time management and the components of technology acceptance (perceived ease of use, perceived usefulness, attitude toward use, behavioral intention) in E-learning Engagement among students at the Faculty of Education, Fayoum University;It also aimed to testing the mediating role between these variables.The study sought to answer the following questions:

1. What are the best structural models that describe the causal relationships between time management and the components of technology acceptance (perceived ease of use, perceived usefulness, attitude towards use, behavioral intentions), and e-learning Engagement among university students?
2. What is the significance of the direct and indirect effects of the hypothesized models on e-learning Engagement among university students?

Thirdly : Study hypotheses:

1. It is possible to establish a structural model that explains the causal relationships between variables such as time management, technology acceptance (including perceived ease of use, perceived benefit, attitude toward use, behavioral intentions), and engagement in e-learning among the study participants.
2. The study revealed statistically significant direct and indirect effects of the model variables on e-learning engagement among the study participants.

Fourthly :Study Method

A .The Sample :

The main group of the study included (N=595) male and female students, (N=94) males and (N=501) females, from the Faculty of Education, Fayoum University, ranging from first to fourth year across all specializations. with an average age of (20.78) and a standard deviation of (1.067). The researcher used two samples. The first sample included (N=170) male and female students from the Faculty of Education, Fayoum University, (N=49) males and (N=121) females. The second sample included (N=593) male and female students from from the Faculty of Education, Fayoum University, (N=100) males and (N=493) females, with an average age of (20.69) and a standard deviation of (1.81). This was to verify the psychometric characteristics of the research tools.

B. Study Tools: The researcher relied on the following Tools:

1. Time Management Scale (developed by the researcher).
2. Technology Acceptance Scale (developed by the researcher).
3. Online Learning Engagement Scale (developed by Aisha Ali and Sally Nabil, 2021).

C. Statistical methods used:

1. Pearson correlation coefficient.
2. Descriptive statistics (mean, median, standard deviation)
3. Path Analysis
4. Meditational Analysis

Fifthly: Study Findings:

The study found the following results: The third structural model out of four hypothetical models demonstrated the best fit according to the goodness-of-fit indices. **The results indicated:**

1. There is a statistically significant positive direct effect of (ease of use, perceived usefulness, attitude towards use, behavioral intentions, and time management) on e-learning engagement.
2. There is a statistically significant positive direct effect of (time management and attitude towards use) on behavioral intentions.
3. There is a statistically significant positive direct effect of (ease of use, perceived usefulness, and attitude towards use) on time management.
4. There is a statistically significant positive indirect effect of ease of use on e-learning engagement through time management.
5. There is a statistically significant positive indirect effect of perceived usefulness on e-learning engagement through time management.
6. There is a statistically significant positive indirect effect of attitude towards use on e-learning engagement through both time management and behavioral intentions.
7. There is a statistically significant positive indirect effect of time management on e-learning engagement through behavioral intentions.
8. There is a statistically significant positive indirect effect of (ease of use, perceived usefulness, and attitude towards use) on behavioral intentions through time management.

The researcher discussed the findings considering the theoretical framework and the previous researches . He also presented some educational implications derived from the Study findings , as well as some suggestions related to further studies that might cover research fields related to time management, technology acceptance, and e-learning Engagement.