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Research Paper

Factors influencing the acceptance of social media use in blended learning: A survey study

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Abstract:

The current study aims to identify the factors that influence the acceptance of using social media in blended learning among students at the University of Mosul, based on established theories. The factors derived from the Theory of Reasoned Action (TRA) were represented by subjective norms, while the factors of the Technology Acceptance Model (TAM) were represented by perceived usefulness, perceived ease of use, and behavioral intention. Self-efficacy was drawn from Social Cognitive Theory (SCT), and facilitating conditions were drawn from the Unified Theory of Acceptance and Use of Technology (UTAUT). The Constructivist Theory (CT) were represented by collaboration and interaction. Together, these factors—subjective norms, perceived usefulness, perceived ease of use, self-efficacy, facilitating conditions, collaboration, and interaction—constituted the variables influencing the behavioral intention to use social media in blended learning. The study adopted the descriptive-analytical approach and used an electronic questionnaire as the tool for data collection, with a sample of 305 respondents from the University of Mosul students. The study concluded that there is a clear effect of the factors related to the use of social media in blended learning—according to the technological acceptance theories (TRA, TAM, SCT, UTAUT, CT)—on the intention to accept its use among the study sample at the University of Mosul. The strongest effect was found for perceived ease of use, followed by collaboration and interaction, and subjective norms, in influencing the intention to accept the use of social media in blended learning. The study suggested the need for further research and conferences to raise awareness about the use of social media in blended learning, highlighting the importance and advantages of this technology, in order to encourage University of Mosul students to accept its use in blended learning and promote its adoption within the university.

Keywords:

Blended learning, social media, constructivist theory.



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ورقة بحثية

العوامل المؤثرة على قبول استخدام وسائل التواصل الاجتماعي في التعليم المدمج : دراسة مسحية

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المستخلص

تهدف الدراسة الحالية إلى التعرف على العوامل التي تؤثر في قبول استخدام شبكات التواصل الاجتماعي في التعليم المدمج لطلبة جامعة الموصل، بالاستناد إلى النظريات، إذ تمثلت عوامل امتداد نظرية الفعل المبرر (TRA)، بالمعايير الذاتية، فيما تمثلت عوامل نظرية قبول التكنولوجيا (TAM) بالفائدة الملموسة، وسهولة الاستخدام، والنية السلوكية، وتمثلت الكفاءة الذاتية بالنظرية المعرفية الاجتماعية (SCT)، كما تمثلت التسهيلات المتاحة بالنظرية الموحدة لقبول واستعمال التكنولوجيا (UTAUT)، في حين تمثلت عوامل النظرية البنائية CT بالتعاون والتفاعل، وتمثلت العوامل بكل من المعايير الذاتية والفائدة الملموسة وسهولة الاستخدام والكفاءة الذاتية والتسهيلات المتاحة والتعاون والتفاعل بوصفها العوامل المؤثرة في النية السلوكية لاستخدام شبكات التواصل الاجتماعي في التعليم المدمج، وقد اعتمدت الدراسة المنهج الوصفي التحليلي لتنفيذها، واستعمال استمارة الاستبانة الإلكترونية أداة لجمع البيانات والمعلومات من عينة تكونت من (305) مستجيب من طلبة جامعة الموصل، واستنتجت الدراسة أن هناك تأثيراً واضحاً لعوامل استخدام شبكات التواصل الاجتماعي في التعليم المدمج، على وفق نظريات القبول التقني في نية قبول جامعة الموصل عينة الدراسة، وكان الأثر الأكبر لعامل سهولة الاستخدام، يليه التعاون والتفاعل المعايير الذاتية في نية قبول استخدام شبكات التواصل الاجتماعي في التعليم المدمج، واقترحت الدراسة ضرورة تنفيذ مزيد من الدراسات والمؤتمرات للتعريف بشبكات التواصل الاجتماعي في مجال التعليم المدمج، وبيان أهمية هذه التقنية وما توفره من ميزات، وذلك من أجل تحفيز طلبة جامعة الموصل في نية قبول استخدام شبكات التواصل الاجتماعي في التعليم المدمج بغية اعتمادها في جامعة الموصل

الكلمات المفتاحية:

التعلم المدمج، وسائل التواصل الاجتماعية، النظرية البنائية .

1. Introduction

1.1. Background of the Study

Educational institutions face numerous challenges imposed by the rapid pace of knowledge and the tremendous technological advancements of the modern era, which require fundamental changes in traditional teaching practices and learning methods, particularly in the educational field (Ismail, 2025). Current developments have impacted different aspects of life, altering many of its methods and creating an urgent need to use modern educational methods that achieve high interaction between teachers and students with modern technology tools to ensure more effective learning (Abbad, 2025). One of the advanced methods is blended learning, which integrates the traditional learning methods. and online learning. Blended learning presents educational activities utilizing the traditional infrastructure of educational institutions, such as classrooms, along with advanced technological tools and platforms based on the internet. This combination permits the provision of educational tasks within a unified framework, combining traditional interaction and online learning in a planned and structured procedure, thereby enhancing students' theoretical and practical skills (Abu Al-Majd, 2021). In light of the quick developments in ICT, the education sector has made an effort to adapt to these changes, increasingly utilizing modern ICT to support student learning and enhance their readiness for professional life, and make them fulfill the demands of the current labor market. With the extensive utilization of social networks such as Facebook, Twitter, and YouTube, these social networks have become important educational tools. providing significant opportunities for interaction and collaborative learning (Hayat et al., 2020; Mori, 2025). (Al-Mirab et al., 2025). Therefore, it has become vital to study the factors that impact the behavioral intentions of students to use social media in social learning in higher education, particularly in Iraqi universities. The significance of this study comes from its ability to offer a clear insight into the attitudes of students towards using social media in education, which may facilitate educational institutions in utilizing these social media to enhance their educational and learning activeites. This study aims to propose a framework highlighting the significance of students' engagement with social media in blended learning, and to provide recommendations to assist universities in using innovative educational methods that enhance the quality of educational activities.

1.2. Problem of the Study

In spite of the common use of social media among university students (Ellala et al., 2025), and evidence from previous studies on its effectiveness in enhancing digital learning, the use of these platforms for blended learning at the University of Mosul is still limited, and their benefits are unclear. In addition, it has not been adequately combined into the formal education system (Wshyar, 2025). This is evident in students still using social media platforms only for enjoyment or social interaction, rather than as tools for education that can be integrated into the learning activities and process. While many studies mentioned that social media can improve student

engagement, encourage collaborative learning, and facilitate access to educational content, the acceptance of students to use these platforms within blended learning is still inconsistent and is impacted by multiple psychological and technological factors (Hayat et al., 2020). Therefore, examining the concept of "acceptance" is vital. Given the limited studies investigating the factors impacting the acceptance of blended learning based on social media in the Iraqi context, an important challenge arises: the lack of insight regarding the influence of subjective criteria, perceived usefulness, perceived ease of use, self-efficacy, facilitating conditions, and collaboration and interaction on the behavioral intention of students to use social media in blended learning. Therefore, this study attempts to answer the following question:

- What are the factors that impact the acceptance of the students' use of social media in blended learning at the University of Mosul?

1.3. Significance of the Study

The significance of this study comes from the following:

1. To enhance the integration of traditional educational with e-learning at the University of Mosul.
2. To contribute to raising awareness among students of the educational value and importance of blended learning.
3. Providing a comprehensive overview of the current use of social media for educational purposes at the University of Mosul.

1.4. Study Objectives

The objectives of the study are:

1. To develop a proposed model that reflects the factors impacting the students' behavioral intention to accept social media in blended learning at the University of Mosul.
2. To examine the influence of the factors included in the proposed model on students' intention to accept social media use in blended learning at the University of Mosul.

2. Theoretical Background

2.1. The Blended Learning concept

Education is a cornerstone of national progress and prosperity, driving countries to continuously develop their educational systems in response to rapid global changes. Traditional education is primarily teacher-centered, with the student's role limited to receiving and responding. This has led educational institutions to use advanced teaching approaches and tools that enhance active and interactive learning. In this context, blended learning has appeared as a modern educational method that combines traditional learning and online learning. where the blended learning represents a cohesive and well-structured mix of traditional and digital learning methods (Aslan, 2015). According to Al-Subaie (2020), blended learning includes a

structured combination of traditional and electronic resources under the qualified personnel's supervision. Although Al-Wahbi (2021) mentioned that it includes educational and training programs offered to students through face-to-face education and synchronous or asynchronous online learning. Al-Ghunaim (2016) indicated several benefits that blended learning provides to teachers and learners. These benefits include improving the efficacy of education, increasing the diversity of knowledge sources, encouraging interaction and flexibility. As well as Radovic et al. (2018), who mentioned that blended learning has a vital role in enhancing the quality of education. It empowers students to utilize advanced and modern technologies, ensures quick and easy access to learning materials anytime and anywhere, reduces the stress associated with traditional classroom attendance, and enhances communication between students and teachers through interactive tools. These aspects improve the effectiveness of the educational activities as a whole. Al-Ajlan (2019) determined several justifications for educational institutions to adopt blended learning. Empower the traditional educational institutions to keep pace with the rapid development of knowledge in the modern era. It permits educational institutions to maintain abreast of global developments in university curricula by integrating new online sources of knowledge. Finally, blended learning integrates the benefits and advantages of traditional and online learning while mitigating the limitations of each. Kuhn & Snow (2013) pointed out that blended learning is intended to offer flexibility in the place and time of learning to suit the learner's abilities. It seeks to improve the interaction of the classroom and enable dialogue among small groups. It also enhances the teachers' effectiveness by emphasizing their role as guides and facilitators, rather than simply as sources of information. Furthermore, blended learning assists in the improvement of the learning environment, offering easily variable e-learning curricula for students and teachers, and helps develop scientific and technical skills by enhancing the understanding of theoretical principles and the acquisition of knowledge. It also aims to achieve psychological well-being for students, improve the overall quality of the educational process, and enrich human knowledge.

2.2. Characteristics of Blended Learning

The following advantages of blended learning are identified Ibrahim (2015) as follows:

- Blended learning enables learners to overcome the limitations of time and space within the educational process, allowing learners to access information online.
- In-service training outcomes are produced by the timely availability of educational services compared to traditional strategies, with reduced costs of transportation and travel for participating training meetings.
- It provides sustained opportunities for interaction through direct communication, fostering engagement between learners and teachers, among learners themselves, and with the content. It also facilitates communication with learners and provides clear access to educational materials through different digital applications.- By integrating traditional classroom methods with electronic resources, blended learning assists in reducing learner

passivity. It inspires learners to use the internet instead of relying solely on in-person attendance.

2.3. Social Media

Social networks are virtual communities on the world wide web, empowering users to exchange knowledge, research, media, ideas and experiences. Recent literature agrees that these networks function as E-platforms that enable individuals to exchange information in various ways. According to Hayat (2020), According to Hayat (2020), these e-platforms make wide-ranging access to information between individuals and groups with common interests and activities. Adwan (2018) confirms that these e-platforms are developed to improve collaboration and establish virtual communities on the Web set and to emphasize the connection between users and improve the digital social environment. Dow (2015) points out that social networks permit individuals to discuss and exchange most types of information, such as text, audio, video, and images, thus growing collaboration and communication channels and enhancing learning and interaction experiences. Dulik (2017) notes that these social networks utilize the capabilities of the web network, which allow and enable users to establish profiles, communicate with others who have certain characteristics, and make relationships, thereby building of virtual communities. The importance of social networking is evident in several aspects. These platforms allow people to connect with others worldwide, communicate easily and instantly, provide quick access to information and news, and are used to promote products and services. They also provide amusement and social interaction, and support educational activities by motivating users to achieve their goals and join groups with shared objectives. (Moreau & Mageau, 2020, pp. 268–286). In general, social networks can be viewed as multidimensional, facilitating broad interaction and digital computing information among users, making them pivotal tools for education and learning.

3. Research Model and Hypotheses

This study attempts to explore factors affected on acceptance of blended learning based on social media. it depend on reliable technological theories and models in order examine individuals' behaviors toward technology adoption.

3.1. Subjective Norms

The theory of rational action asserts that an individual's decisions are influenced by the expectations of other important people, such as peers, faculty members, or the academic community (El-Merabe et al., 2025). In the context of blended learning, subjective norms have important role in encourage learners to interact with educational social networks. learners may perceive the utilize of these social platforms "academically acceptable" when they notice its common use among their peers or when teachers encourage it (Mohammed et al., 2025) . Mori (2025) indicated that subjective norms are highly valuable in improving the behavioral

intention of students to utilize social media in education. according to the above, the following hypothesis can be built:

H1: Subjective norms has positive impact on the behavioral intention to accept the use of social media in blended learning.

3.2.Perceived Usefulness

This factor is a crucial element in students' acceptance of technology. Social networks can enhanced academic achievement, interaction , communication, and quick of access to information (Al-Abdi et al., 2025). Perceived usefulness collabrate with ease of use; even if networks are useful, the difficulty of dealing with them may reduce the perceived usefulness (Ismail, 2025). Furthermore, perceived usefulness is also related to facilitating conditions, as the presence of technical support and supportive infrastructure enhances students' ability to recognize the actual benefits of these networks in blended learning (Linus et al., 2025). According to the above, the following hypothesis can be built:

H2: Perceived usefulness has positive impact on the behavioral intention to accept the use of social media in blended learning.

3.3.Perceived Ease of Use

The perceived ease of use is one of the most important factors, as the study results showed (Abbad, 2025). The less effort students felt using social media, the more they wanted to use it in blended learning (HS & Hartono, 2025). Ease of use interacts with self-efficacy; students who are more assured in their technical capabilities, they feel ease of use more positively, and vice versa. It is also directly related to behavioral intention (Elcassé et al., 2025). being a core component that reduces students' resistance to technology and increases their motivation to adopt it. Based on the above, the following hypothesis can be formulated:

H3: Perceived ease of use has positive impact on the behavioral intention to accept the use of social media in blended learning.

3.4.Self-Efficacy

Self-efficacy the student's trust in refraining from using social media platforms in the educational context, and in accordance with available facilitative circumstances, active technical support enhances the student's ability to use these platforms and contributes to their self-confidence (Bampto & Barham, 2021). What should be done is to be a fundamental factor in preparing students for digital interactions (Chen & Noon, 2025). According to the above, the following hypothesis can be formulated:

H4: Self-efficacy has positive impact on the behavioral intention to accept the use of social media in blended learning.

3.5.Facilitating Conditions

Facilitating conditions contain technological infrastructure, institutional support, and technical guidance. These factors allow learners to utilize social networks without facing barriers (Dom-Schenkery et al., 2025). Facilitating conditions also help

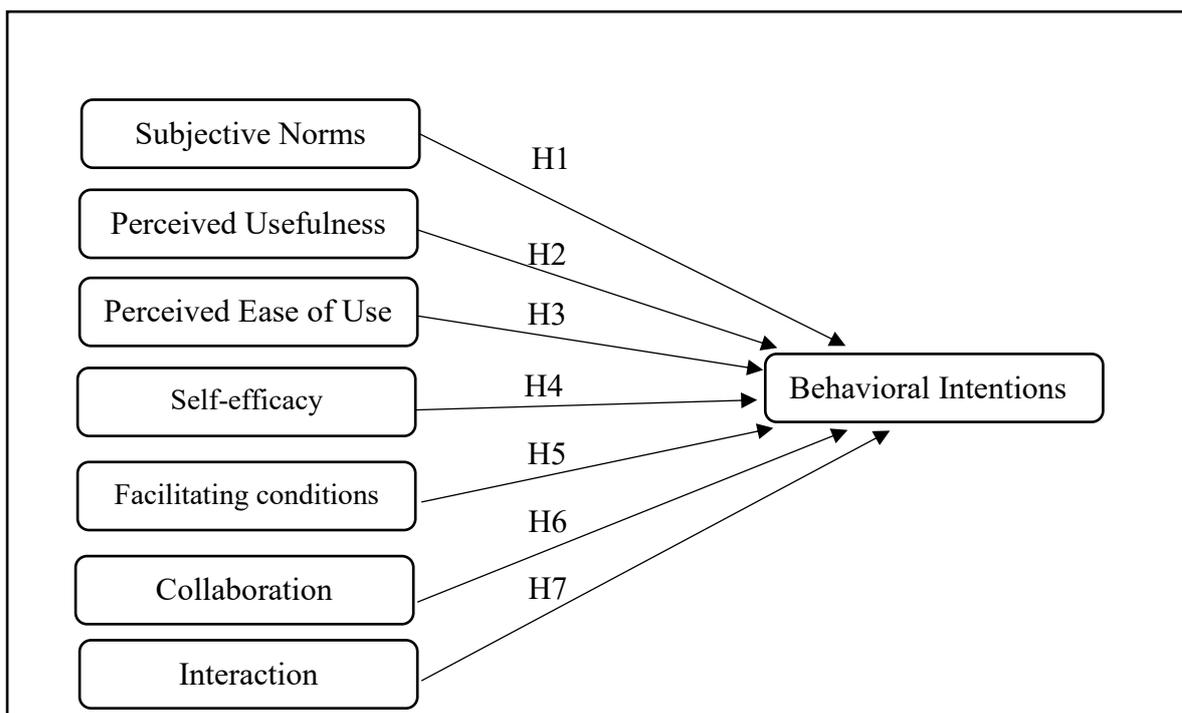
the effects of both perceived ease of use and self-efficacy, decreasing technical issues and ensuring a digital learning environment. The study impact behavioral intention by improving students' intention to engage in blended learning (Abubakr & Almamari, 2025). According to the above, the following hypothesis can be formulated:

H5: Facilitating conditions has positive impact on the behavioral intention to accept the use of social media in blended learning.

3.6. Collaboration & Interaction

Constructivist Theory highlights learning as a social procedure, grounded in interaction between learners and teachers. This factor is especially significant in blended learning, as social media offer a good environment for communication, knowledge sharing, and collaborative. Collaboration and interaction strongly impact subjective norms. It is also linked to perceived usefulness, as it improves learning quality and student engagement within the classroom (Khan et al., 2025).

H6: Collaboration and interaction has positive impact on behavioral intention to accept the use of social media in blended learning.



Figuer (2). Proposed research Model

3. Methods, Questionnaire Design, and Data Collection

3.1. In this study, the authors used a quantitative research approach to examine the factors impacting the acceptance of social media in blended learning. They depend on a review of related studies to develop the questionnaire. To collect data the authors used a structured e-questionnaire to from the sample, ensuring reliable measurement of the research variables. The authors depend on a five-point Likert scale to evaluate agreement with each item.

3.2. Statistical Analysis Methods

The authors utilized SPSS version 25 and AMOS version 24 to perform the statistical analyses and tests, as follows:

1. Frequencies, percentages, means, and standard deviations were performed to describe the variables and analyze their features.
2. confirmatory factor analysis was carry out to assess the quality of the proposed research model and ensure its fit for the data, as well as testing the study hypotheses.

4. Empirical analysis

4.1. Descriptive Statistics

4.1.1. Demographic data

researchers spread the study questionnaire to the University of Mosul, a total of 305 questionnaires were distributed to undergraduate students, and all 305 questionnaires were valid for analysis. Table 1 presents the results of sample demographics characteristics.

Table (1). Demographic Characteristics of the Study Sample

No.	Variable	Attribute Distribution	Frequency	Percentage
1	Gender	Male	134	43.9%
		Female	171	56.1%
		Total	305	100%
2	Age	Under 22	59	19.3%
		22–27	122	40%
		Over 28	124	40.7%
Total		305	100%	
3	Education Level	First year	33	10.8%
		Second year	42	13.8%
		Third year	42	13.8%
		Fourth year	97	31.8%
		Fifth year	34	11.1%
		Sixth year	57	18.7%

	Total			305	100%
4	Social Media Usage	Facebook		182	36.7%
			YouTube	190	60%
			Twitter	46	15.1%
			Total	305	100%
5	Marital Status	Married	112	36.7%	
		Single	183	60%	
		Widowed	1	0.01%	
		Divorced	9	3%	
		Total	305	100%	

4.1.2. Description of Social Media Usage Variables in Blended Learning

Table 2 demonstrate the frequency distributions, percentages, means, and standard deviations for the measurement items

Table (2). Demographic Characteristics of the Study Sample

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Subjective Norms							
SN1	22%	50%	18%	4%	5%	2.19	0.981
SN2	32%	48%	16%	1%	3%	1.96	0.891
SN3	23%	52%	18%	14%	2%	2.10	0.889
Overall	26%	50%	18%	3%	3%	2.083	0.920
Perceived Usefulness							
PU1	31%	53%	11%	2%	3%	1.95	0.894
PU2	14%	53%	14%	10%	10%	1.90	0.792
PU3	46%	42%	10%	1%	2%	1.70	0.811
Overall	30%	49%	11%	2%	2%	1.935	0.832
Ease of Use							
SF1	29%	49%	16%	3%	3%	2.03	0.920
SF2	27%	45%	19%	6%	3%	2.12	0.973
Overall	28%	47%	18%	4%	3%	2.075	0.946
Facilitating Conditions							
SF1	29%	49%	16%	3%	3%	2.03	0.920
SF2	27%	45%	19%	6%	3%	2.12	0.973
Overall	28%	47%	18%	4%	3%	2.075	0.946
Self-efficacy							
SF1	28.6%	49.4%	16.2%	2.6%	3.2%	2.03%	0.920%
SF2	27.3%	45.1%	18.8%	5.9%	2.9%	2.12%	0.973%
Overall	27.9 5%	47. 25%	17.5%	4.2%	3.05%	2.075%	0.946%
Collaboration							
Co1	31%	53%	11%	3%	1%	1.91	0.816
Co2	28%	55%	13%	2%	2%	1.94	0.815
Co3	33%	53%	12%	1%	2%	1.87	0.794
Co4	31%	53%	14%	1%	2%	1.94	0.953

Overall	31%	53%	13%	2%	1%	6.205	0.844
Interaction							
IN1	14%	49%	20%	9%	9%	1.98	0.936
IN2	34%	46%	15%	3%	3%	1.94	0.908
IN3	32%	51%	15%	1%	1%	1.90	0.791
IN4	29%	54%	13%	3%	2%	1.96	0.836
Overall	27%	50%	14%	2%	2%	1.945	0.867
Behavioral intention							
IP1	26%	48%	17%	5%	5%	2.15	1.019
IP2	22%	46%	21%	6%	5%	2.23	1.007
IP3	22%	46%	20%	7%	6%	2.29	1.063
IP4	28%	47%	17%	8%	0%	2.06	0.885
Overall	21%	47%	19%	3%	14%	2.1825	0.992

Table 2 includes the results of descriptive analysis for the 7 factors, with responses evaluated using a five-point Likert scale. Most of the results indicate that there are high levels of agreement, where the values of overall mean were from 1.935 to 2.1825, that's mean there are Inclination toward agreement among sample.

4.2. Confirmatory Factor Analysis and Hypothesis Testing Using AMOS

Before analyzing the causal relationships between the independent and dependent variables, it was necessary to test the study model and determine how well it fits the data. Confirmatory Factor Analysis (CFA) is used to examine the degree of fit between the proposed model and the study data. CFA is considered one of the key techniques of Structural Equation Modeling (SEM), which represents the structural equation framework (Al-Hawari, 2017). The SEM is one the valuable method for analyzing data in behavioral studies. This method allows the description of the interrelationships between the elements of the study, as well as offers a thorough interpretation without distraction. It is a statistical technique that expand the linear model and capable the simultaneous analysis and testing of multiple regression equations. The SEM Identifies the relationships nature between the observed variables and the underlying structures of the study (Sahrawi & Bouslab, 2016) (Azzouz et al., 2018).

After carried out CFA for all study variables, the first step—identifying the correlations among the variables of the model and their parameters—is the starting point for evaluating the model's quality and determining its suitability for the required quality indicators. Figure 2 below illustrates the results of this process.

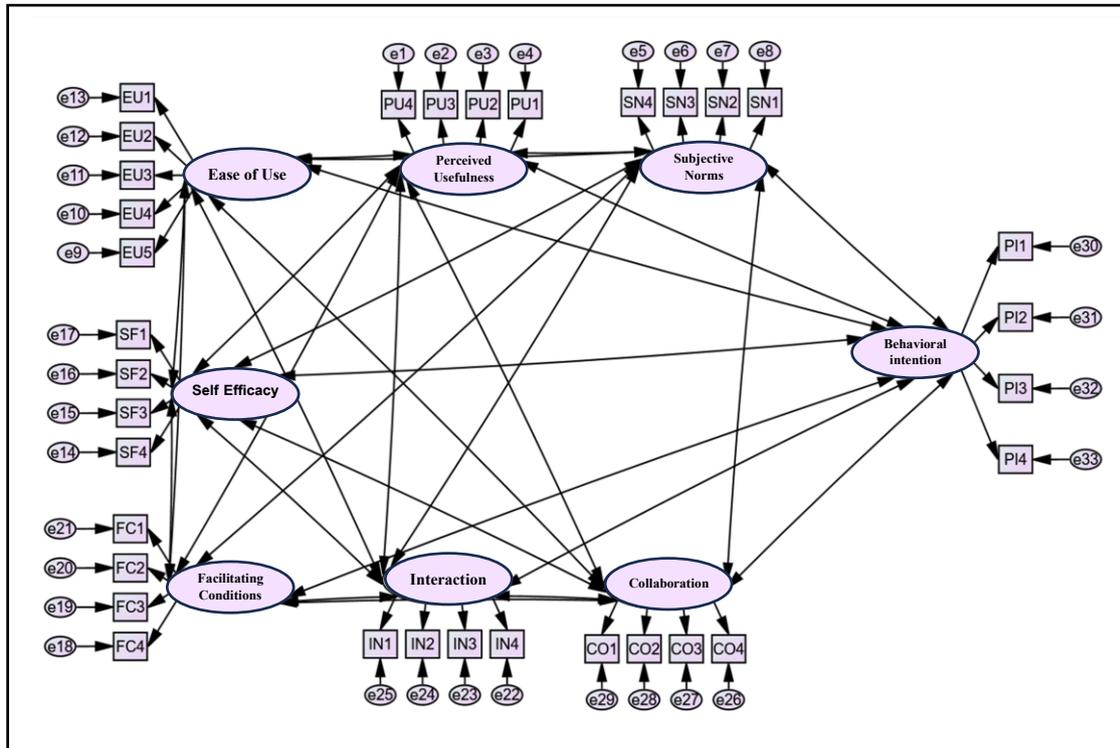


Figure (2). Results of the first stage of confirmatory factor analysis

To test the model’s fit with the data, the fit indices were examined as shown in Table 3, with the following results:

Table (3) Results of Model Fit Indices in the First Stage of Confirmatory Factor Analysis

Indicator	Term	Calculated Value	Standard Value	Fit / Not Fit
CMIN/DF	Chi-square Minimum/Degrees of Freedom Ratio	2.130	CMIN/DF ≤ 3	Fit
GFI	Goodness of Fit Index	0.836	GFI ≥ 0.90–0.95	Not Fit
AGFI	Adjusted Goodness of Fit Index	0.803	AGFI ≥ 0.85	Not Fit
PGFI	Parsimony Goodness of Fit Index	0.696	PGFI ≥ 0.60	Fit
NFI	Normed Fit Index	0.793	NFI ≥ 0.90–0.95	Not Fit
RMR	Root Mean Square Residual	0.056	RMR ≤ 0.05	Not Fit
RMSEA	Root Mean Square Error of Approximation	0.061	RMSEA ≤ 0.08	Fit
TLI	Tucker–Lewis Index	0.86	TLI ≥ 0.90–0.95	Not Fit

Based on these results, some modifications to the initial study model are necessary, relying on the Modification Indices (M.I.) suggested by the software to improve the model and enhance its fit with the study sample data. These modifications may involve linking or removing certain variables, especially those with weak loads on the latent

factor. The final model, shown in Figure 3, was obtained after applying the modifications to the initial model.

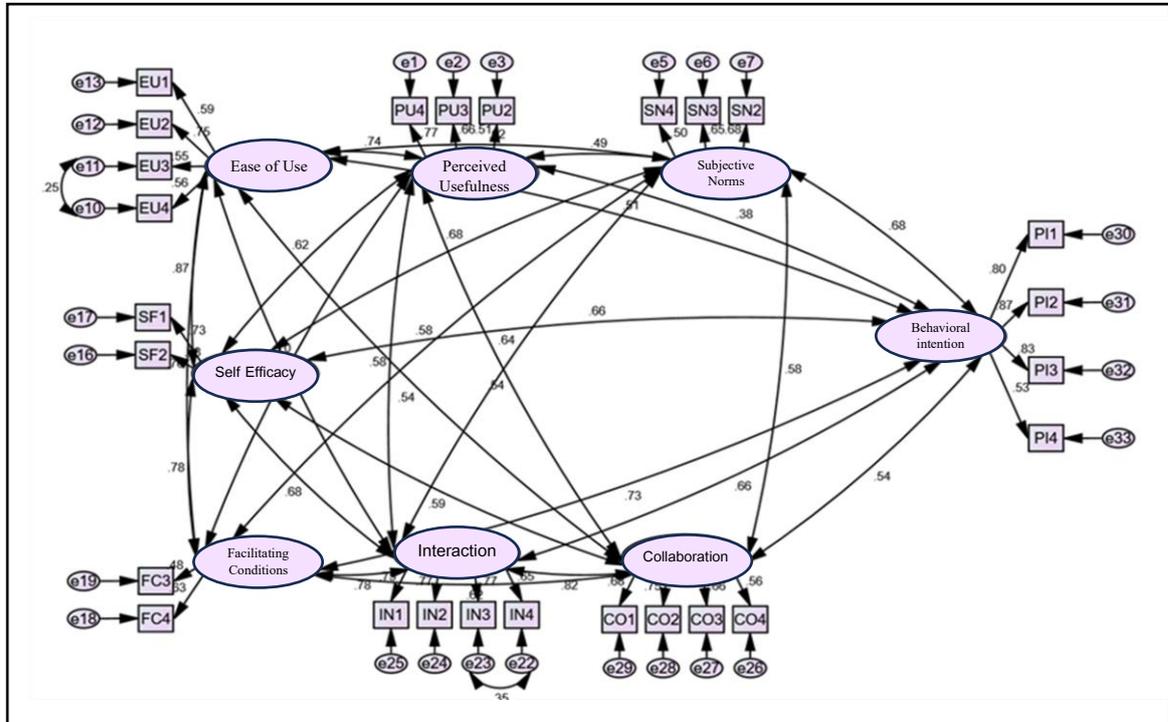


Figure (3) Results of the Second Stage of Confirmatory Factor Analysis (CFA)

Table (4). The Results of the Hypothesis Test

Dependent Variable	Direction of Effect	Independent Variable	Estimate	S.E.	C.R.	P-value	Result
Behavioral Intention (IE)	<---	Subjective Norms (SN)	0.674	0.149	4.524	0.000	Accepted
Behavioral Intention (PI)	<---	Perceived Usefulness (UF)	-0.124	0.061	-2.021	0.043	Accepted
Behavioral Intention (IE)	<---	Ease of Use (EU)	-0.018	0.055	-0.322	0.747	Rejected
Behavioral Intention (IE)	<---	Self-Efficacy (SE)	0.302	0.073	4.161	0.000	Accepted
Behavioral Intention (IE)	<---	Facilitating Conditions (FC)	0.407	0.141	2.894	0.004	Accepted

Behavioral Intention (IE)	<---	Interaction (In)	0.440	0.092	4.804	0.000	Accepted
Behavioral Intention (IE)	<---	Collaboration (Co)	0.126	0.076	1.651	0.004	Accepted

H1: Effect of subjective norms on Behavioral Intention, The results in Table 4 shown that subjective norms have both positive effects on behavioral intention. This effect is statistically significant, as evidenced by the p-value (0.000), which is lower than the lower limit (0.05).

H2: The Effect of Perceived usefulness on Behavioral Intention, The results in Table 4 shown that perceived usefulness has a positive effect on behavioral intention. This effect is statistically significant, as evidenced by the p-value (0.043), which is lower than the assumed significance level (0.05).

H3: The effect of ease of use on behavioral intention, The results in Table (4) show that ease of use has no effect on behavioral intention, with an effect value of (-0.018). Furthermore, the p-value (0.747) exceeds the acceptable limit (0.05), indicating that the effect is not statistically significant.

H4: The Effect of Self-Efficacy on Behavioral Intention, The results in Table 4 indicate that self-efficacy has both positive effects on behavioral intention. This effect is statistically significant, as evidenced by the p-value (0.000), which is less than the significance threshold (0.05).

H5: The Effect of Facilitation Conditions on Behavioral Intention, The results in Table 4 shown that facilitation conditions have positive effects on behavioral intention. This effect is statistically significant, as the p-value (p) is less than 0.05.

H6: The Effect of Interaction on Behavioral Intention, The results in Table 4 show that the effect of interaction on behavioral intention is positive and significant. This effect is statistically significant, as confirmed by the p-value ($p < 0.000$), which is less than 0.05.

H7: The Effect of Cooperation on Behavioral Intention, The results in Table 4 demonstrate that cooperation has a significant positive effect on behavioral intention. Furthermore, this effect is statistically significant, as evidenced by the p-value (0.004), which is lower than the lower bound (0.05).

5. Conclusion

This study aimed to determine the factors impacting the acceptance of social media in blended learning at the University of Mosul. Based on the theoretical background and empirical results, several important conclusions were reached. First, the results revealed a significant and positive impact of factors—derived from TRA, TAM, SCT, CT, UTAUT, and CST—on students' behavioral intention to adopt social media networks in blended learning. In particular, subjective criteria, perceived usefulness, self-efficacy, facilitating conditions, interaction, and collaboration were found to contribute to students' positive intention to use these social media. In addition, the findings indicate that the University of Mosul is demonstrating growing interest in integrating social media platforms into blended learning, that indicate its commitment to keeping pace with developments in advanced educational practices. Overall, the study highlights the significant of raising awareness, offering support mechanisms, and encouraging the use of social media in blended learning to enhance student motivate them to adopt this tools.

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