https://doi.org/10.7251/SSH2301048T
Original scientific paper

UDC: 616.98:578.834]:378.18
Originalni naučni rad

Technological Readiness and Psychological Well-Being Serve as Predictors of Students' Academic Performance?

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Abstract: *This study intends to investigate the relationship between technology readiness and psychological well-being with academic performance. The investigation utilised a quantitative approach and correlational statistical procedure. In this study, the participants were students majoring in physical education at the Universitas Negeri Surabaya in Indonesia (n=85). The current study adopted questionnaires to evaluate technology readiness and psychological well-being, whereas test scores served as indicators of student academic accomplishment. IBM SPSS was employed to evaluate this study's normality and descriptive statistics. In the meantime, the Pearson correlation was utilised to test the relationship between variables. A multiple regression analysis was run to examine the strongest predicator of technology readiness, psychological well-being with academic performance. The results indicated a significant positive relationship between of technology readiness and psychological well-being with academic performance (p-values≤0.05). Thus, it may be inferred that technology readiness and psychological well-being components could be predictors of academic performance in physical education for students. This study's findings contribute to our knowledge and supply lecturers with information and scientific insight into the significance of technology readiness and psychological well-being for university students.*

Keywords: *Technology Readiness, Psychology Well-Being, Academic Performance, Physical education.*

Introduction

The COVID-19 pandemic has significantly changed the physical education system in all countries (Fang, Teng & Wang, 2021, López-Valenciano, Suárez-Iglesias, Sanchez-Lastra & Ayán, 2021), including Indonesia (Mujriah et al., 2022). Before the COVID-19 pandemic, most of the learning system practised at the universities was face-to-face, and then it shifted in bloom to an online learning system (Jumareng et al., 2021; Fierro et al., 2022). During the pandemic, it was corroborated that online learning fostered more inventive or innovative learning circumstances than face-to-face education (Butt, Mahmood & Saleem, 2022). A likely reason is that multiple benefits of online physical education instruction, including knowledge acquisition, are more accessible and expedient for students (Prasetyanto, Rizki & Sunitiyoso, 2022). Nevertheless, previous studies have produced contradictory outcomes; online physical education classes had undesirable effects, such as shoddy internet connections and costly data caps (Jumareng et al., 2022). In addition, online learning has disrupted psychological well-being (Rahman, Hamka & Lin, 2020; Teresa, Guss & Boyd, 2021; Ahmad, Ismail & Husain, 2022), which tangentially cause a gradual decline in their academic performance (Hashemi, 2021; Yuda et al., 2022).

Academic performance is an important aspect that all students must achieve in universities (Abdullah, Shamsi, Jenatabadi, Ng & Mentri. 2022). It is a parameter for students to show they have succeeded or failed in their academics (Moore, 2019). According to Zanevskyy and Zanevska (2021), students with exemplary academic performance would perform well in sports. Previous studies reported that high academic performance would help students to find work more accessible; otherwise, they would find it difficult to get a job (Tentama & Abdillah, 2019), and even become unemployed for a relatively long time (Yuda et al., 2022). Academic performance is the main asset for students to be successful from year to year and in the future (Fokkens-Bruinsma, Vermue, Deinum & van Rooij 2021). Several factors are claimed or predicated to be predictors of academic performance, namely, technological readiness and students' psychological well-being.

The first factor that had been estimated to be a predictor of student academic performance was technology

readiness (Wang, Xia, Guo, Xu & Zhao, 2022). Some researchers have interpreted technology readiness as a person's readiness, awareness, attitude, involvement or willingness to use technology at home, work or campus (Blut & Wang, 2020; Andarwulan, Al Fajri & Damayanti, 2021). According to Warden, Yi-Shun, Stanworth & Chen (2022), technological readiness has a positive dimension: optimism is defined as a positive view of technology, and innovativeness is defined as the ability to use new technology in order to become innovative. While the negative dimension, discomfort, is defined as unwilling or reluctant to use technology, insecurity is defined as distrust of technology (Mukerjee, Deshmukh & Prasad, 2019). A study reported that research on technology readiness in education showed an increase because it was claimed could achieve goals in learning (Geng, Law & Niu, 2019). Technology readiness is an important and beneficial factor for students to be aware and more involved in learning technology in physical education, for example, laptops, computers (Yosser, Idrus & Ali, 2020) or internet platforms (e.g., zoom meeting, google meet, google classroom) (Jumareng et al., 2021). Previous studies explained that technology readiness has several benefits; for example, it encourages students to be more literate, comfortable using technology and helping them to go through the learning process, but if students did not have readiness then it would hinder involvement and difficulties in using technology (Chang, Yu, Chao & Lin, 2020). Data from a recent study claimed that there was a lack in the readiness of using technology. In fact, in India, many students do not have digital technology skills, which impacts decreasing academic performance (Wang, Xia, Guo, Xu & Zhao, 2022).

Psychological well-being was the second factor estimated to predict students' academic performance. Psychological well-being was conceptualised as the ability to develop potential independently and determine life goals in a more positive direction (Muqodas et al., 2020; Rahman, Hamka & Lin, 2020; Li, 2021). According to Ku-Johari, Bali-Mahomed, Mahmud, Amat & Saadon (2022), psychological well-being is welfare that is free from negative feelings and turns into positive ones. Psychology well-being has several dimensions, including self-acceptance, positive relationships with others, desire to develop, ability to make their own choices, environmental mastery, life goals and personal growth (Tran et al., 2022; Wahyuningsih, Novitasari & Kusumaningrum, 2022). Previous research has documented the benefits of Psychology well-being, for example, related to the level of stress (Tan, Huang, Geng, Cheung & Zhang. 2021), depression and happiness of a person (Ilhan & Otman, 2020).

Previous studies have individually examined academic performance, technology readiness, and psychological well-being. However, it still needs to be determined whether technological readiness and psychological well-being are related to academic success. In order to close the gap, we attempted to propose a new method for examining the relationship between technological preparedness, psychological well-being, and academic success within the physical education framework. This research contributes to the understanding of current stakeholders (e.g., lecturers, faculty, government) regarding the significance of technology preparedness and psychological well-being in achieving academic performance for students in this era. This study intends to determine the association between technological preparedness and psychological well-being, and the yearly academic performance of students.

Materials and Methods

This study adopted a quantitative approach by using the correlational method. The objective of this study was to reveal the relationship between variables (Jumareng & Setiawan, 2021; Yuda et al., 2022).

The participants in this study were students majoring in physical education at the Universitas Negeri Surabaya (n=85) in Indonesia. The recruitment method was conducted as follows: (i) researchers emailed invitations to the first- and fourth-year students, (ii) researchers recorded the number of students who responded to the email and were willing to participate in this study, (iii) researchers identified that 85 out of 156 students majoring in physical education were willing to be participants in this study, (iv) students were asked to write the statement about their willingness to be involved in this study, (vi) students who participated were given a gift of $20 as an appreciation of their involvement.

Participants in this study consisted of 45 males (age: 21.05±2.3 years, weight: 51.68±6.4 kg, height: 1.60±0.5 cm) and 40 females (age: 21.47±0.9 years, weight: 50.60±7.8 kg, height: 1.60 ± 0.4 cm). Inclusion criteria for participation include psychologically and physically sound persons. Before the research began, all participants were informed of the regulations governing the conduct of this study. The participants are then needed to make and sign a statement expressing their desire to participate in this study. Participants in this study were compensated with 15 USD as a token of appreciation.

Instruments

Technology readiness. In this study, the instrument used to measure technology readiness was adapted from previous research (Ferreira, da Rocha & da Silva, 2013). This instrument has several dimensions, including optimism (5 question items), innovativeness (5 question items), discomfort (4 question items) and insecurity (4 question items). The participants filled out the instrument by using a Likert scale from a value of 1 (strongly disagree) to a value of 5 (strongly agree) (Chang, Yu, Chao & Lin, 2020).

Psychology well-being. This instrument was adapted from previous research (Teresa, Guss & Boyd, 2021). Psychological well-being has several dimensions, namely: self-acceptance, positive relationships with others, desire to develop, ability to make their own choices, mastery of the environment, life goals and personal growth. There were eight questions for each dimension, for example, "I live a purposeful and meaningful life". The participants filled in the question items using a Likert scale from 1 (strongly disagree) to 5 (strongly agree). A higher total score indicates high psychological well-being. This instrument has Cronbach's alpha reliability of 0.89.

Academic performance. The instrument for measuring student academic performance was test scores. The average score of test results was considered an indicator of progress in students' academic performance (Gustems-Carnicer, Calderon, Calderon-Garrido & Martin-Pinol, 2020; Fokkens-Bruinsma, Vermue, Deinum & van Rooij, 2021; Yuda et al., 2022).

Research procedure

This research was conducted from 6th to 8th October 2022 at the Universitas Negeri Surabaya (Indonesia) and received approval from the head of the physical education study program with permit number: 08/UNESA-11/2022. Researchers conducted this study according to the World Medical Association (Helsinki Declaration), namely the rules of research with human subjects. All test activities were carried out from 08.00-10.00 in the morning. On 6th October 2022, the participants carried out a technology readiness test. On 7th October 2022, all participants took a psychological well-being test. Then in the final activity on 8th October 2022, participants took an academic performance test.

Statistical analysis

Data obtained from the questionnaire were processed through IBM SPSS version 25.0 (Armonk, NY: IBM Corp), with the following steps: (i) searching for descriptive statistics (mean+standard deviation), (ii) testing data normality (Kolmogorov-Smirnov), (iii) Pearson's Correlation was used to assess the relationships between technology readiness, psychological well-being with academic performance. A multiple regression analysis was run to examine the strongest predicator of technology readiness, psychological well-being with academic performance (Jumareng & Setiawan, 2021). The level of significance was 0.05 (Mouloud & Nawal, 2020; Zanevskyy & Zanevska, 2021).

Results

The normality test results showed a normal distribution ($p \geq 0.05$). Table 1 shows the descriptive statistical results of the technology readiness variables (mean=75.33, SD=6.474), psychology well-being (mean=77.39, SD=6.653) and academic performance (mean=78.12, SD=5.668). The results of the Pearson correlation test on senior students showed that there is a significant relationship between technology readiness and psychological well-being ($r=0.857^{**}$, p-values≤ 0.05), technology readiness and academic performance ($r=0.762^{**}$, p-values≤ 0.05), psychological well-being and academic performance ($r=0.852^{**}$, p-values≤ 0.05) (Table 2). While Table 3 shows, the results of regression analysis obtained technology readiness ($\beta=0.387$, p-values≤ 0.05), psychological well-being ($\beta=0.385$, p-values≤ 0.05), which has a high correlation with academic performance ($\beta = 19.158$, p-values≤ 0.05).

Table 1. *Descriptive statistics on technology readiness and psychology well-being towards academic performance*

Variable	n	Mean±Standard Deviation
1. Technology readiness	85	75.33±6.474
2. Psychology well-being	85	77.39±6.653
3. Academic performance	85	78.12±5.668

Table 2. *Correlation of technology readiness and psychology well-being with academic performance (n=85)*

Variable		1	2	3
Technology readiness	Pearson Correlation p-values	1.000	–	–
Psychology well-being	Pearson Correlation p-values	0.857** 0.000	1.000	–
Academic performance	Pearson Correlation p-values	0.762** 0.000	0.852** 0.000	1.000

Table 3. *The regression analysis of technology readiness and psychology well-being with academic performance student (n=85)*

Coefficientsa						
Model		Unstandardised Coefficients		Standardised Coefficients	t	p-values
		B	Std. Error	Beta		
1	(Constant)	19.158	4.194		4.568	0.000
	Technology readiness	0.387	0.082	0.442	4.716	0.000
	Psychology well-being	0.385	0.080	0.452	4.819	0.000

a. Dependent Variable: Academic performance

Discussion

This study aims to reveal the relationship between technology readiness and psychological well-being student academic performance.

The first finding in this study showed that the aspect of technology readiness was a significant predictor of student academic performance every year. This is because technology readiness was a vital predictor to support students in effectively carrying out the learning process. According to Warden, Yi-Shun, Stanworth & Chen (2022), technological readiness boosted students' involvement and tended to be more active in the learning process. With positive technology readiness, students are willing and aware to adapt by recognising and learning technology-based learning (Blut & Wang, 2020). A study reported that the current learning system that utilises technology must be supported by students' readiness to ensure the learning process can be conducted optimally (Geng, Law & Niu, 2019). In addition, readiness to use technology could facilitate students to interact and discuss with friends or lecturers and easily accomplish lecture assignments that lecturers offered through online platforms (Bubou & Job, 2020; Jumareng et al., 2021). The results of this study were in line with previous studies, which showed that the current COVID-19 pandemic could reduce academic performance (Kuhfeld et al., 2020) due to students were less prepared to carry out online-based technology learning; for example, students were not technology literate or not understand using a computer (Hanif et al., 2021), laptop, smartphone or online platform (Wang, Xia, Guo, Xu & Zhao, 2022). On the other hand, students who had the readiness to use technology could get more benefits, such as increased motivation and movement performance (Juliantine, Setiawan, Jumareng, Gani & Asnaldi, 2022; Jumareng, Setiawan, & Németh, 2022) and academic performance (Calabuig-Moreno, González-Serrano, Fombona & García-Tascon, 2020; Jastrow, Greve, Thumel, Diekhoff & Sußenbach, 2022).

The second finding in this study showed that the psychology well-being was also a positive predictor of student academic performance. It is noted that psychological well-being is a factor that can trigger students to show up their ability, such as the desire to develop positive relationships with others (Deng & Yang, 2021), the ability to decide their own choices (Priambodo, Prakoso & Setyorini, 2022), environmental mastery and life goals (Jeoung, 2020). A study has proven that the level of positive psychological well-being in students will potentially make them more successful in academics (Piñeiro-Cossio, Fernández-Martínez, Nuviala & Pérez-Ordás, 2021). In addition, by having positive psychological well-being, students can control and reduce depression, anxiety and stress (Roy & Gupta, 2022) as well as academic pressure (Ahmad, Ismail & Husain, 2022).

Conclusion

Based on the results and discussions described, we emphasise that technology readiness and psychology well-being are important predictors for students in supporting their academic performance every year. The principal limitation of this analysis was not involving participants from other universities in Indonesia. Thus, future research needs to involve more participants from several universities. In addition, future research can add other variables estimated to have a relationship with academic performance. This research contributes to recent studies by providing information and insight to stakeholders (e.g., lecturers and the government) concerning the importance of technology readiness and psychological well-being for the academic performance of students studying in the physical education department.

Conflict of interest statement: *All authors disclose and certify that they have no conflicts of interest.*

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Primljen: 04. mart 2023. / Received: March 04, 2023
Prihvaćen: 05. jun 2023. / Accepted: June 05, 2023