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The Influence of Technology Readiness on Actual Use of Electronic Evaluation Forms among Internship Examiners in Higher Learning Institutions

Pengaruh Kesediaan Teknologi Keatas Penggunaan Sebenar Borang Penilaian Elektronik dalam kalangan Pemeriksa Latihan Praktik di Institusi Pengajian Tinggi

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ABSTRACT

When integrated with digital workflows, each form input may activate the next process step, increasing the pace of operations. Compiling and utilizing information from a completed form can generate additional outputs. This study examines the influence of technology readiness dimensions namely optimism, innovativeness, discomfort, and insecurity on the actual use of electronic evaluation forms among examiners of internship students in business schools of higher learning institutions. Furthermore, the study also examines the influence of actual use on commercialization. As a result, this study may provide significant insights into the human aspects influencing technology usage behaviour in educational settings and offer practical suggestions for bridging the gap between technology readiness, actual usage, and commercial value in business schools. The data were collected through an online survey of 119 examiners and analysed using IBM SPSS Version 24 and SmartPLS 4.0.9.2. The findings indicate that optimism has a positive influence on the actual use of electronic evaluation forms, whereas innovativeness, discomfort, and insecurity do not. Additionally, the actual use of evaluation forms positively impacts commercialization. Thus, the findings provide significant contributions to theory and practice. The study highlights the importance of optimism in driving electronic evaluation and usage, prompting a rethinking of technology integration strategies. It encourages discussions and recommendations for academics and practitioners to optimise the use of electronic evaluation forms in business schools, maximising their potential for commercialization within educational landscapes.

Keywords: Readiness; optimism; innovativeness; discomfort; insecurity; actual use

ABSTRAK

Apabila aliran kerja digital disepadukan, setiap maklumat daripada borang dapat dikumpul dan digunakan untuk prosedur yang seterusnya bagi membolehkan operasi berjalan dengan lancar. Penggunaan borang komprehensif yang mengumpul data yang sepatutnya dapat menjana maklumat yang berkualiti dan memudahkan pengguna. Oleh itu, kajian ini mengkaji pengaruh dimensi teknologi kesediaan, iaitu optimisme, inovasi, ketidakselesaan, dan rasa tidak selamat terhadap penggunaan sebenar borang penilaian elektronik di kalangan pemeriksa pelajar latihan praktik di sekolah pengajian perniagaan institusi pendidikan tinggi. Maka, kajian ini diharapkan dapat memberi gambaran yang signifikan terhadap aspek manusia yang mempengaruhi gelagat penerimaan teknologi dalam persekitaran pendidikan, serta cadangan yang praktikal untuk memenuhi jurang diantara kesediaan teknologi dan penggunaan sebenar borang penilaian elektronik di sekolah pengajian perniagaan. Data telah dikumpulkan melalui penyelidikan atas talian terhadap 119 pemeriksa dan dianalisis menggunakan IBM SPSS Versi 24 dan SmartPLS Versi 4.0.9.2. Dapatan menunjukkan bahawa optimisme mempunyai pengaruh positif pada penggunaan sebenar borang penilaian elektronik dan inovasi, ketidakselesaan dan rasa tidak selamat tidak mempengaruhi penggunaan sebenar. Dapatan ini memberikan sumbangan yang signifikan terhadap teori dan amalan. Tambahan, dapatan kajian ini turut mencadangkan beberapa implikasi praktikal bagi kedua-dua ahli akademik dan pengamal. Penekanan peranan optimisme dalam mendorong penggunaan sebenar borang penilaian elektronik, ia mendorong pemikiran semula strategi dengan tujuan untuk meningkatkan integrasi teknologi. Dapatan ini mencetuskan perbincangan dan cadangan yang bertujuan bukan sahaja kepada ahli akademik yang ingin meningkatkan kesediaan teknologi tetapi

juga kepada pengamal yang ingin mengoptimumkan penggunaan borang penilaian elektronik dalam persekitaran sekolah perniagaan dan memaksimumkan potensi borang penilaian elektronik dalam persekitaran institusi pendidikan.

Katakunci: kesediaan; optimisme; inovasi; ketidakselesaan; rasa tidak selamat; penggunaan sebenar

INTRODUCTION

Based on the Pelan Pembangunan Pendidikan Malaysia 2013-2025, Malaysia has the seventh highest internet usage rate in Asia, at 67%. This high internet penetration presents an opportunity to improve accessibility to high-quality online learning materials, thereby enhancing the quality of instruction and learning, reducing delivery expenses, and showcasing Malaysian expertise to the international community. The National e-Learning Policy, or DePAN, aims to achieve these goals by strategically implementing technology-driven solutions. To further these objectives, Malaysia should transition from a large-scale delivery paradigm to an innovation-driven technology model. This shift would enhance access to education and provide more tailored learning experiences based on individual behaviours. One notable aspect of this technological advancement is educators' use of electronic evaluation forms. Electronic forms streamline the evaluation process, making it smoother and more effective. The education sector faces increasing demands to adapt to technological advancements and integrate sustainability into its methodologies (Selwyn, 2016). This study examines the application and potential advantages of an electronic evaluation instrument (' E-form: XFIT') within a business school setting to meet these technological and sustainability demands. This investigation highlights the benefits and practicalities of using electronic forms in higher education, emphasising their role in enhancing instructional quality and administrative efficiency.

In the context of sustainable educational practices, this study takes the initiative to replace conventional paper-based evaluations with electronic evaluation forms, thus enhancing the understanding of how digital technology can enable more ecologically conscious processes (Thomas & Seely Brown, 2011). Such digital transformation is vital for creating sustainable education by optimizing resource utilization within conventional educational frameworks. Manggila (2022) asserts that achieving superior productivity necessitates public organizations to focus on improving work performance through policy formulation and service delivery improvements. Enhancing work performance through digital transformation, such as transitioning from paper-based to electronic assessment forms, supports sustainable education by making evaluation processes more efficient, accurate, and timely. However, the two most challenging problems in digital learning are technical skills and changing educators' behavior toward dealing with the shifting currents of the educational world (Ismail, 2015). In terms of technical skills, Mohamed Nazul (2020) stated that early planning, the availability of facilities, coherent support groups, comprehensive documentation for implementation and monitoring, and significant funding are required to keep everything on track with educational transformation goals. This substantial expenditure is necessary for the preservation of digital learning and to improve the industry's quality, ensuring competitiveness with other industrialized nations. Furthermore, altering behaviors to accommodate digital learning and teaching tools is crucial, as adapting to technological change necessitates unique periods for each person, influenced by their technology readiness, which ultimately determines the actual usage of the technology.

Research on the relationship between technology usage and technology readiness has often yielded inconsistent results. While recent studies have documented substantial impacts (Rahman et al., 2017; Durst et al., 2023; Blut and Wang, 2020), others have found no significant impacts at all (Chen el.al, 2009; Chang et al., 2016; Lian 2021). Although it is plausible that the selected conceptualization of the construct is accountable for the lack of significant results, it is also feasible that technology readiness is not significantly associated with technology usage. Hence, it is necessary to evaluate the relationship between educators' technological readiness and technological usage. The numerous barriers and difficulties that educators face when implementing digital learning in the context of the country's education reform have prompted academics to conduct this investigation (Khoza et al., 2021; Sun and Zhang, 2020).

Thus, this study attempts to fulfil the following research objectives using technology readiness (Parasuraman, 2000). (a) to investigate the influence of technology readiness dimensions, namely optimism, innovativeness, discomfort, and insecurity, on the actual use of electronic evaluation forms. (b) to examine the influence of actual use on the commercialization of electronic evaluation forms. This study seeks to fill in the literature gap by examining how technology readiness influences examiners usage behaviour as well as the influence of actual use on commercialization from examiners' perspectives. For theoretical significance, this study enhances understanding of the influence of technology readiness on actual use as well as the influence of actual use on commercialization. From a managerial standpoint, the findings provide guidelines to assist school businesses in improving the implementation of evaluation procedures for internship programs, which will make a valuable contribution to the continuing discussion on how technology readiness influences the development of sustainable and efficient educational methods.

LITERATURE REVIEW

TECHNOLOGY READINESS

Parasuraman (2000) defines technology readiness as a stable characteristic reflecting individuals' overall willingness to embrace new technology. This conceptualization identifies four dimensions: "motivators" contributing to technology readiness, such as innovation and optimism; and "inhibitors" detracting from it, such as discomfort and insecurity. The readiness of higher education institutions to implement electronic evaluation forms for internship examiners significantly impacts the adoption and use of this technology. Recent research highlights several critical aspects of readiness, including individual attitudes toward electronic assessment systems, organizational support, and technological proficiency (Johnson, 2022; Smith & Jones, 2023). These studies emphasize the importance of aligning organizational policies and resources with the integration of electronic systems and underscore the necessity of sufficient training and support mechanisms to foster examiner readiness. Additionally, preparedness levels and subsequent technology-use behaviours among internship examiners are significantly influenced by individual attitudes and perceptions of technology (Brown et al., 2023). Understanding and addressing these factors are essential for promoting the successful adoption and sustained use of electronic evaluation forms within higher learning institutions, ultimately enhancing the efficiency and effectiveness of internship assessment processes. Other influencing factors include age, gender,

and perceived ease of use. Research indicates that age influences the receptiveness to adopting new technologies (Hamerton et al., 2022; Coronel Padilla & Smith, 2023). Gender differences have also been documented, with female having a more straightforward pathway of intention to use and readiness (Tavera-Mesias et al., 2023). Furthermore, the perceived ease of use significantly affects technology adoption, as users are more likely to embrace technologies, they find user-friendly and intuitive (Juan et al., 2022)

OPTIMISM

According to Parasuraman (2000), a positive perspective on technology entails the concept that it empowers individuals by providing them with greater control, flexibility, and efficiency in their daily lives. When preparation is examined about the actual use of electronic assessment forms by internship examiners in higher education institutions, optimism is found to play a significant effect in influencing their adoption behaviours. As a measure of examiner preparedness, positive attitudes towards technology are crucial, according to recent research (Lee & Kim, 2023). According to Choi et al. (2024), preparedness levels are positively correlated with optimistic evaluations of the prospective benefits and ease of use of electronic assessment systems. This increases the possibility that the systems will be implemented effectively. Understanding the optimistic outlook of examiners towards technology integration is crucial in fostering a supportive environment conducive to the successful adoption and sustained use of electronic evaluation forms within higher learning institutions, ultimately enriching internship assessment processes and outcomes.

INNOVATIVENESS

Parasuraman (2000) defines innovativeness as a tendency to be a technology pioneer and thought leader. Examining preparedness in relation to internship examiners' actual use of electronic assessment forms in higher education institutions reveals that innovativeness significantly influences their adoption behaviors. Recent research (Wang & Chen, 2023) highlights the importance of examiners' inventiveness in determining their preparedness to adopt electronic evaluation methods. Yang et al., 2024, found a favorable correlation between innovativeness and readiness levels when experimenting with new technologies and approaches, which encourages a proactive approach to integrating electronic evaluation tools. Wan Abdullah et al. (2023) further explain that innovativeness in education involves acquiring and applying specific knowledge and skills to develop and adapt new strategies. Essential knowledge areas for fostering innovation include developing specific competencies, problem-solving expertise, and recognizing and analyzing opportunities. To successfully implement and maintain electronic evaluation forms in higher education institutions, it is essential to understand the role of examiner innovation. This understanding improves the quality of the internship assessment process and its results. The relationship between innovativeness and actual use is generally positive, as innovative individuals are more likely to actively adopt and utilize new technologies or ideas (Rogers, 2003).

DISCOMFORT

A crucial factor determining adoption behaviours is shown to be discomfort. Based on Parasuraman (2000), discomfort is the subjective perception of having inadequate control over technology and feeling overwhelmed by it. According to Park and Lee (2023), there is a need to

address examiners' unease with technological change as it has been identified as a barrier preventing them from being prepared for electronic evaluation systems. Studies looking at discomfort as a multifaceted concept that includes things like doubt and fear of inadequacy indicate that discomfort can be detrimental to examiners' preparedness and subsequent adoption of electronic evaluation tools (Kim et al., 2024). Comprehending and alleviating examiners' apprehension regarding technology is crucial to cultivating a positive atmosphere that supports the successful adoption and ongoing utilisation of electronic assessment forms in higher education establishments, consequently augmenting the efficacy and efficiency of internship assessment procedures. The relationship between discomfort and actual use is generally negative, as individuals experiencing discomfort are less likely to engage in the use of certain products or technologies (Venkatesh et al., 2003).

INSECURITY

Parasuraman (2000) characterizes distrust of technology as stemming from scepticism about its ability to function effectively and concerns about its potential negative implications. When preparation is examined about internship examiners' actual use of electronic assessment forms in higher education institutions, adoption behaviours are found to be significantly influenced by insecurity. As a hurdle to examiners' preparedness for electronic assessment systems, recent research emphasises the significance of overcoming examiners' sentiments of uneasiness about technology (Gupta & Sharma, 2023). It has been discovered that examiners' preparedness and subsequent acceptance of electronic evaluation tools are hampered by insecurity, which is typified by worries about data protection, technological proficiency, and job security (Lee et al., 2024). To successfully implement and maintain the use of electronic evaluation forms within higher education institutions, it is imperative to recognise and address examiners' apprehensions regarding technology. This will ultimately improve the efficacy and efficiency of internship assessment procedures. The relationship between insecurity and actual use is generally negative, as individuals experiencing insecurity are less likely to engage in the use of certain products or technologies (Choi et al., 2011).

ACTUAL USE

Actual use, a vital component of technology adoption and acceptability, represents how people interact with and use certain products, services, or technologies in real-world contexts. Understanding the actual use is critical for assessing the success and impact of innovations on individuals and society. This research looks at a variety of elements that influence actual use, such as user experience, usability, perceived utility, and external factors like social norms and environmental circumstances. Studies frequently use models like the Technology Acceptance Model (TAM) or the Unified Theory of Acceptance and Use of Technology (UTAUT) to investigate the factors that influence actual use. According to recent research, to encourage prolonged actual use, user-centered design, personalized experiences, and seamless integration into daily routines are crucial (Alalwan et al., 2017; Venkatesh et al., 2020). Researchers and practitioners can better advise the design, implementation, and marketing of technologies that better-fit users' requirements and preferences by looking into real use patterns and behaviours. This will ultimately drive adoption while also improving user satisfaction and productivity.

ACTUAL USE AND COMMERCIALIZATION

When products, services, or technology are embraced and applied in the real world by individuals or groups, it is an indication of their perceived worth and practicality in fulfilling specific requirements or addressing specific problems. We refer to this as actual use. It consists of components that affect users' decisions to engage with and integrate innovations into their daily lives or operations, such as perceived usefulness, contextual influences, usability, and user experience (Venkatesh et al., 2012). The process of introducing innovations to the market and allowing customers, companies, or other end users to purchase or utilise them is known as commercialization. To create income and achieve market penetration, it entails tasks including product development, marketing, distribution, and sales. To ensure the successful acceptance and ongoing use of innovations, effective commercialization strategies consider the competitive landscape, market demand, technological preparedness, and regulatory needs (Chesbrough, 2003). Commercialization and actual usage are mutually reinforcing in that driving actual use is necessary for effective commercialization and vice versa. Innovative products are more likely to succeed in the market if they speak to consumers' wants and needs. This creates demand and makes successful commercialization efforts possible. Effective commercialization tactics, on the other hand, make innovations more visible, approachable, and adopted, which encourages real application and market acceptance (Rogers, 2003).

CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

Figure 1 depicts the conceptual framework where technology readiness is the central construct. The concept of technology readiness consists of four dimensions: optimism, innovativeness, discomfort, and insecurity. The first hypothesis suggests that optimism and innovativeness positively influence the actual use of electronic evaluation forms. The second hypothesis proposes that discomfort and insecurity negatively influence the actual use of electronic evaluation forms. The assumptions state that individuals with greater technological readiness are more likely to use a particular form of technology. Numerous studies have demonstrated positive and negative connections between technological readiness and technology use. This study investigates the positive influence of actual use on the commercialization process. The model demonstrates differences from previous studies that investigated technology readiness (Parasuraman, 2000), explored the influence of actual use (Venkatesh et al., 2020), and examined the impact of actual use on commercialization (Rogers, 2003). These studies provide insights into the aspects that influence actual usage and their respective importance.

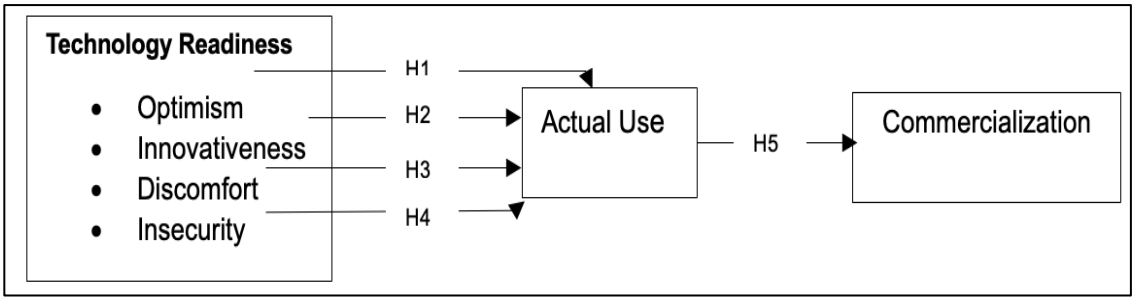

FIGURE 1. Conceptual framework based on literature review

Therefore, based on technology readiness and past literature, the following hypotheses were developed:
H1: Optimism has a positive influence on actual use.
H2: Innovativeness has a positive influence on actual use.
H3: Discomfort has a negative influence on actual use.
H4: Insecurity has a negative influence on actual use.

METHODOLOGY

SAMPLING TECHNIQUE AND SAMPLE SIZE DETERMINATION

This study uses purposive sampling to select examiners from business schools who evaluate students during internships and hold an advanced degree, either a master's or a doctorate. This technique focuses on educators directly evaluating practicum students over three semesters using an electronic evaluation form. The sample selection process takes into account the educators' age and gender, as these factors could have a significant impact on the study's results. Age is a critical determinant of technological readiness, with different age groups likely having varying levels of comfort and experience with digital tools. Older educators might have less exposure to digital technologies than their younger counterparts, potentially affecting their readiness to use electronic evaluation forms. Similarly, gender differences could influence how educators perceive and use technology in their evaluation processes, with some studies suggesting that males and females may exhibit different levels of technological readiness and usage patterns. To ensure a sufficient sample size for the study, a power analysis was conducted using G*Power software 3.1, following Cohen's (1992) recommendations for multiple ordinary least squares regression analysis. The analysis aimed to determine the minimum required sample size, considering a maximum of four predictors for the outcome variable in the measurement model for actual use. The effect size was set at 0.15 (considered large), and the desired power level was 0.90. The power analysis indicated a minimum sample size of 108 participants was necessary. To account for potential non-responses and ensure robustness, the study aimed to collect data from a larger sample size of 119 participants.

MEASUREMENT ITEM

The study developed measurement items across four distinct categories to comprehensively assess the factors influencing examiners' adoption and use of electronic evaluation forms. Firstly, the study examined the examiners' profiles, encompassing demographic details such as age, gender, educational background, and years of teaching experience. These factors provided a foundational understanding of how individual characteristics might influence technological readiness and adoption behaviours. Age, gender, and educational background are crucial determinants of familiarity and comfort with technology, while years of teaching experience shape attitudes towards adopting new evaluation methods.

The study focused on dimensions of technology readiness as defined by Parasuraman (2000): optimism, innovativeness, discomfort, and insecurity. These dimensions were selected for their relevance in gauging psychological states that affect technology adoption. Optimism measures the positive expectations about technology, innovativeness reflects the willingness to pioneer new technologies, discomfort captures feelings of overwhelm, and insecurity addresses

concerns about reliability and security. These measures were preferred over others due to their specificity in assessing readiness to adopt new technologies, aligning closely with the study's focus on electronic evaluation forms. This category explored the frequency, duration, and specific tasks performed using electronic evaluation forms. By focusing on actual usage behaviors rather than intentions or perceived usefulness, the study aimed to provide empirical data on how extensively examiners integrate these forms into their evaluation practices. This approach ensures a more accurate assessment of technology adoption behaviors and their practical implications in educational settings. The study considered items related to commercialization, drawing from Rogers' (2003) diffusion of innovations theory. These items examined perceptions of marketability, potential for widespread adoption, and economic benefits associated with electronic evaluation forms. This perspective is critical for understanding the broader implications of adopting new technologies in educational contexts, providing insights into their scalability and long-term viability.

DATA ANALYSIS

As suggested by Hair et al. (2017), this study was assessed for multivariate normality by examining the skewness and kurtosis In a normal distribution, the skewness and kurtosis values are both 0. Positive kurtosis values indicate a distribution that is excessively peaked with heavy tails, whereas negative kurtosis values indicate a distribution that is excessively flat with an excessive number of occurrences in the tails. Non-normal kurtosis indicates an underestimation of the variability of a variable (Tabachnick & Fidell, 2007). The analysis shows that Mardia's multivariate skewness has a coefficient of 22.20 and a p-value less than 0.01. Similarly, Mardia's multivariate kurtosis has a coefficient of 58.05 and a p-value less than 0.01.

FINDINGS

DEMOGRAPHIC PROFILE

As indicated in Table 1, the sample consisted of 119 respondents, with 15 (12.6%) male and 104 (87.4%) female participants. Regarding age distribution, the most significant proportion of respondents, 47 individuals (39.5%), were aged between 41 and 45 years. This was followed by 43 respondents (36.1%) over 46 years old. The next group included 26 respondents (21.8%) aged between 36 and 40 years, while only three (2.5%) were aged between 31 and 35. Regarding educational qualifications, 97 respondents (81.5%) held a Master's degree, and the remaining 22 (18.5%) held a PhD. The distribution of respondents across different semesters was as follows: Semester 20222 had 33 respondents (27.7%), Semester 20224 had 53 respondents (44.5%), and Semester 20232 also had 33 respondents (27.7%). In total, there were 119 responses across the semesters.

TABLE 1. Demographic Profile of Respondents (n=119)

Profile	Description	Freq	%	Profile	Description	Freq	%
Gender	Male	15	12.6	Highest Education	Master	97	81.5
	Female	104	87.4		PhD	22	18.5
Age (years)	31 - 35	3	2.5	Semester	20222	33	27.7
	36 - 40	26	21.8		20224	53	44.5
	41 - 45	47	39.5		20232	33	27.7
	46 - 50	43	36.1				

MEASUREMENT MODEL

For the reflective measurement model there are 2 types of validity are assessed namely convergent validity and discriminant validity. Firstly, convergent validity is the degree to which indicators of a specific construct converge or share a high proportion of variance in common (Hair et al., 2010, p.771). As suggested by Hair et al., (2017), factor loading, and average variance extracted (AVE) are used to evaluate convergent validity. The presentation is shown in Table 1. The indicator loadings, composite reliability (CR) and AVE of the reflective constructs are demonstrated in Table 1. All the loading which exceeds the recommended value of 0.708 (Hair et al., 2017) are retained. All six constructs meet the threshold values/minimum cut-off values for CR and AVE, where all CRs are greater than 0.7 and AVEs are greater than 0.5 (Hair et al., 2017). It is concluded that the constructs meet reliability and convergent validity requirement at this stage.

TABLE 1. Measurement Model

Construct	Item	Loadings	CR	AVE
Actual Use	AU1	0.953	0.951	0.867
	AU2	0.956		
	AU3	0.882		
Commercialization	COMM1	0.986	0.985	0.957
	COMM2	0.972		
	COMM3	0.978		
Discomfort	DIS1	0.912	0.955	0.843
	DIS2	0.860		
	DIS3	0.955		
	DIS4	0.942		
Innovativeness	INNT1	0.767	0.903	0.757
	INNT2	0.932		
	INNT3	0.902		
Insecurity	INS1	0.797	0.932	0.775
	INS2	0.926		
	INS3	0.874		
	INS4	0.917		
Optimism	OPT1	0.843	0.978	0.899
	OPT2	0.979		
	OPT3	0.980		
	OPT4	0.971		
	OPT5	0.958		

The drawing of the model is illustrated in Figure 2. This graphical output present readiness factor that consisting of four dimensions namely optimism, innovativeness, discomfort and insecurity and actual use as well as commercialization as shown below:

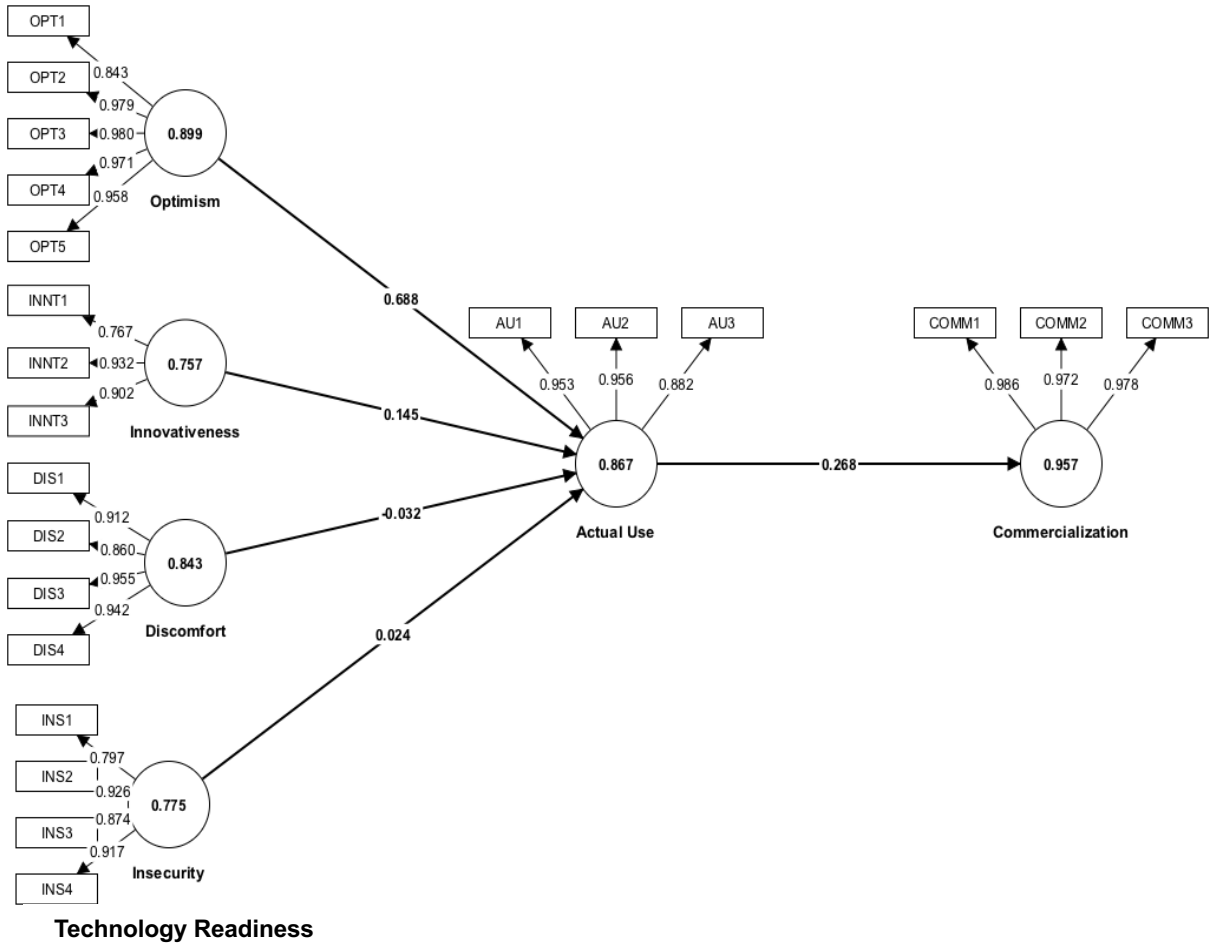

FIGURE 2. Path analysis result for measurement model (n=119)

Table 2 shown a method of discriminant analysis by using HTMT technique developed by Henseler, Ringle and Sarstedt (2015). As shown all the values fulfil the criterion of $HTMT_{0.90}$ (Gold et al., 2001) and $HTMT_{0.85}$ (Kline, 2011). This indicate that discriminant validity has been ascertained. Besides, the result of HTMT inference shows the confidence interval does not show value of 1 on any of the constructs (Henseler et al., 2015), which also confirms discriminant validity.

TABLE 2. Heterotrait - Monotrait Criterion

	AU	COMM	DISC	INNV	INS	OPT
Actual Use (AU)						
Commercialization (COMM)	0.283					
Discomfort (DISC)	0.253	0.084				
Innovativeness (INN)	0.694	0.311	0.195			
Insecurity (INS)	0.295	0.105	0.798	0.232		
Optimism (OPT)	0.830	0.381	0.316	0.797	0.396	

STRUCTURAL MODEL

It is critical to confirm that there is no lateral collinearity in the structural model before evaluating it. All of the inner VIF values for all of the constructs that need to be examined for multicollinearity (actual use, commercialization, discomfort, innovativeness, insecurity and optimism) are less than 3.3, indicating that multicollinearity is not an issue in this study (Diamantopoulos & Siguaw, 2006). In order to analyse the hypotheses of this study, a bootstrapping technique with a resampling of 5000 was applied as proposed by Hair, Sarstedt and Ringle (2017). Based on the path coefficient analysis shown in Table 3, two relationships are found to have a t-value greater than 1.645, indicating that they are significant at the 0.05 level of significance. Specifically, optimism ($\beta = 0.688$, $p < 0.01$) is positively related to actual use of electronic evaluation form, which explains 64.9% of the variances in examiners using it. However, innovativeness, discomfort and insecurity are found to have a t-value below than 1.645, it means that they are not significantly influenced on examiner's actual use of electronic evaluation form. Thus, H1 is supported but H2, H3 and H4 not supported. The R^2 value of 0.688 is above the 0.26 value, which indicates that it is a substantial model as suggested by Cohen (1989). Next, the result of the influence of actual use on commercialization indicates that actual use ($\beta = 0.268$, $p<0.01$) is positively related to commercialization of electronic evaluation form, explaining 7.2% of the variance in the commercialization. This result supports the H5 of this study. The R^2 value of 0.072 is above the 0.02 value that indicates the weak model as suggested by Cohen (1988). Next, the effect sizes (f^2) are assessed. To measure the effect size, the Cohen (1988) guideline is used. The values of 0.02, 0.15 and 0.35 represent small, medium and large effects respectively (Cohen, 1988). The effect sizes (f^2) are then evaluated. From Table 3, it can be observed that optimism has a medium effect in producing the R^2 for actual use (0.452). Furthermore, the findings show that actual use (0.078) has a small effect on the R^2 for commercialization of evaluation form.

TABLE 3. Result of hypotheses testing

No	Path Model	Beta	Std. Error	t-value	p-Value	Confidence Interval (BC)		R^2	f^2	VIF	Result
						LL	UL				
H5	Actual Use -> Commercialization	0.268	0.085	3.152	0.001	0.127	0.405	0.072	0.078	1.00	Supported
H3	Discomfort -> Actual Use	-0.032	0.085	0.372	0.355	-0.169	0.110	0.649	0.001	2.134	Not Supported
H2	Innovativeness -> Actual Use	0.145	0.088	1.636	0.051	-0.013	0.280		0.023	2.579	Not Supported
H4	Insecurity -> Actual Use	0.024	0.076	0.309	0.379	-0.109	0.139		0.001	2.345	Not Supported
H1	Optimism -> Actual Use	0.688	0.104	6.642	0.000	0.521	0.861		0.452	2.982	Supported

Shmueli et al. (2019) proposed that PLS predict is a hold-out sample-based procedure that generates case-level predictions at an item or construct level by combining PLS predict with a 10-fold procedure to test for predictive relevance. Shmueli et al. (2019) also proposed that if all of the item differences (PLS-LM) were less than LM, there would be strong predictive power. If all of the item differences are greater than LM, the predictive relevance is ruled out. If the majority of item differences are less than LM, the predictive power is moderate. If the minority of item differences is less than LM, the predictive power is low. As shown in Table 4, the analysis results for actual use has strong predictive power and commercialization has moderate predictive power.

TABLE 4. Prediction Summary

ITEM	PLS RMSE	LM_RMSE	PLS-LM	Q²predict	Decision
AU1	0.942	0.899	0.042	0.567	Strong
AU2	0.848	0.612	0.235	0.660	Predictive
AU3	1.212	1.195	0.018	0.350	Power
COMM1	1.273	1.270	0.003	0.093	Moderate
COMM2	1.239	1.197	0.041	0.112	Predictive
COMM3	1.355	1.395	-0.040	0.081	Power

Furthermore, technology readiness can be best conceptualized as a two-dimensional construct by differentiating between motivators and inhibitors. This approach helps in understanding how different factors influence individuals' willingness and ability to adopt and use new technologies. Motivators, such as innovativeness and optimism, drive technology adoption. Innovativeness captures an individual's propensity to be a technology pioneer and eagerly embrace new advancements, while optimism reflects a positive outlook on technology and its potential benefits, fostering enthusiasm and a belief in technology as an enabler of efficiency and productivity. In contrast, inhibitors like insecurity and discomfort act as barriers to technology adoption. Insecurity encompasses concerns about potential risks, such as data privacy breaches and security threats, which deter individuals from using technology. Discomfort refers to feelings of unease and lack of confidence, often due to unfamiliarity or perceived complexity, leading to avoidance of technology unless necessary. By conceptualizing technology readiness in this two-dimensional framework, it becomes possible to develop a detailed understanding of what drives or hinders technology adoption. Strategies can then be tailored to enhance motivators by highlighting benefits and ease of use, and to mitigate inhibitors by addressing security concerns and providing support and training to increase comfort and confidence. This approach not only helps predict technology adoption behaviors but also aids in designing interventions to improve user engagement and satisfaction.

DISCUSSION

Nowadays, the digitalization of education is a necessity in teaching and learning. The implementation of digitization in education has been applied to all levels of learning, from kindergarten to higher learning institutions. This implementation is a transformation of the education system in Malaysia aimed at creating a line of educators as well as students who are creative, innovative, efficient, and enthusiastic in line with the movements of the times that coincide with the will of the Industrial Revolution 4.0.

There are four majors findings in this study. According to the first finding, optimism positively influenced examiners' actual use of electronic evaluation forms for internship student evaluation. Students who completed internships off-campus find it easier for examiners to use digital assessment documents, which aligns with Parasuraman's (2000) definition of technology readiness. This finding is consistent with previous studies conducted by Lee & Kim (2023) and Choi et al. (2024), which also highlighted the positive impact of practical, real-world experiences on the ease of using digital tools. Specifically, Lee & Kim (2023) demonstrated that students with off-campus internships developed greater familiarity dan comfort with digital platforms, facilitating smoother interactions with examiners. Similarly, Choi et al. (2024) found that such assessment documents, corroborating the notion that hands-on experience with technology in

professional settings improves readiness and usability. Anuar Ahmad (2020) supports the idea that online digital applications are a viable means of implementing teaching and learning in the twenty-first century because such applications have no requirement that examiners and students alike be available simultaneously. Understanding the significance of the optimism factor for actual use is essential for individuals or organizations. For this study, optimistic examiners of technology use are more likely to actively seek information, get training, and get support to master the use of technology.

Second, the findings indicated that innovativeness did not significantly influence the actual use of electronic evaluation forms among examiners in business school. This finding in line with Blut and Wang (2019) who found that innovativeness are not directly related to usage behaviour. In addition, the examiners demonstrate a notable lack of proficiency in navigating and utilising the various features and functionalities inherent within the computerised evaluation form. Another factor contributing to this finding is the demographic factor, which is the age distribution of respondents. The study reveals that the majority of respondents, totalling 90 examiners (75.6%), fall within the age range of 41 to 50 years. At this point, these groups of respondents have been relatively comfortable. In addition, Mat Som and Syed Ali (2011) stated that educators generally progress slowly and fail to exhibit the expected level of speed as envisioned by education plans. Subsequently, the results indicated that discomfort and insecurity had no significant influence on the actual use of electronic evaluation forms. Like Blut et al. (2016), this study found that inhibitors, consisting of discomfort and insecurity, are either weak or not significant in technology usage. This could show that this is not a hindrance to actual use and exposure to technology in education during Covid 19 may have helped in reducing discomfort and insecurity. Other factors need to be investigated. These two traits should not serve as a direct, immediate predictor of technology use. The spread of the COVID-19 epidemic has impacted not only the economic sector but also the higher education sector. On the recommendation of the Ministry of Higher Education, all public universities have implemented online teaching and learning sessions. As a result, educators need to modify their teaching methods and update their approaches to ensure they remain current and effective in this new mode of instruction (Yahaya, 2020).

Finally, this study demonstrates that actual use positively influences on commercialization of electronic evaluation forms. This finding is also consistent with the research conducted by Chesbrough (2003), who discovered that successful acceptance has significant influence on commercialization. Examiners can use their experience usage with electronic forms as an assessment tool to increase the value of services and improve their commercial value. Thus, examiners' actual use of electronic evaluation forms has a very significant commercial value. This is because its use will provide a variety of benefits, such as efficiency, accessibility, security, and compliance.

CONCLUSION

The business school has introduced electronic evaluation forms for practicum students. This study examines the influence of technology readiness on the actual usage of electronic evaluation forms and the influence of actual use on commercialisation. The results conclusively show that optimism has a positive influence on the actual use of electronic evaluation forms. However, innovativeness, discomfort, and insecurity do not significantly influence the actual use of these forms.

Furthermore, the actual use of electronic evaluation forms positively influences commercialisation. Two hypotheses were supported, and three were not.

Furthermore, this study demonstrates that optimism has a positive influence on examiners' actual use of computerised evaluation forms in Malaysia. Building upon Parasuraman's (2000) research, this study investigates examiners' readiness to use technology, their actual usage of electronic evaluation forms, and the process of commercialising these forms. The findings provide valuable insights for educators, higher learning institutions, and the Ministry of Higher Education on effectively using technology to enhance teaching and learning approaches. Moreover, higher education institutions may generate revenue by collaborating with government-linked companies (GLCs) or government-linked investment companies (GLICs) to optimise the commercial value of electronic evaluation forms.

Future studies may employ in-depth interviews to gain detailed information on why examiners are willing to use electronic evaluation forms. This sampling technique is more appropriate for identifying technology readiness factors in depth, as it requires technical skills, and respondents may wish to share and explain their reasons in detail. In addition, in-depth interviews provide more affluent and detailed responses on how other factors influence the actual use of technology, which may be appropriate for future research.

Before delving into how examiners' actual use of electronic evaluation forms during internships at higher learning institutions is influenced by their technological readiness, a thorough examination of the technology readiness factors should be conducted. This examination might entail investigating personal characteristics, organisational support systems, and training programmes designed to improve technological readiness. Additionally, researchers could explore the features and functionalities of electronic evaluation forms that are most important to examiners, considering user interface design, customisation options, and integration with current assessment systems.

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