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The Acceptance Framework of Wellness Technology's Impact on Student Happiness in Jordan: A TAM Perspective

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Abstract

Objectives: This study focuses on exploring how wellness technology impacts students' happiness in Jordan using the Technology Acceptance Model (TAM). The research primarily analyzes the effects of these technologies on students' well-being within the educational environment in Jordan through the key components of the TAM model, which include ease of use, perceived usefulness, and cultural sensitivity.

Methods: The methodology employed in this research involved a survey directed at university students in the northern region of Jordan. A quantitative approach was adopted to gather their opinions on wellness technology and its relationship with happiness. The data was analyzed using statistical frameworks to determine the relationships between the TAM model variables and students' well-being.

Rresults: The study revealed that ease of use significantly enhances students' happiness, as they are more likely to engage with wellness technology when it is accessible and user-friendly. Additionally, perceived usefulness plays a crucial role in improving student well-being, as they are more inclined to adopt technologies that they find beneficial. Furthermore, the study found that cultural sensitivity greatly influences the effectiveness of wellness technology, shaping students' acceptance and its impact on their well-being. Culturally aligned technologies gain more acceptance, boosting engagement and satisfaction.

Conclusions: This study highlights the need to develop culturally tailored wellness technologies in Jordanian universities to enhance students' well-being. It also emphasizes the important role of educators and policymakers in implementing technology-driven wellness programs that cater to students' needs, significantly contributing to their satisfaction and happiness within educational institutions.

Keywords: Wellness Technology, TAM Model, Cultural Sensitivity, Students happiness

إطار قبول تأثير تكنولوجيا العافية على سعادة الطلبة في الأردن: باستخدام نموذج (TAM)

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ملخّص

الهدف: تركز هذه الدراسة على استكشاف كيفية تأثير تكنولوجيا العافية على سعادة الطلبة في الأردن باستخدام نموذج قبول التكنولوجيا (TAM)،. وبشكل أساسي يركز البحث على تحليل تأثير هذه التقنيات على رفاهية الطلبة في البيئة التعليمية في الأردن، وذلك من خلال العوامل المكونة لنموذج (TAM)، والتي تشمل سهولة الاستخدام، الإدراك الفعلي للفائدة، والحساسية الثقافية .

المنهجية: تمثلت المنهجية المستخدمة في هذا البحث في استبيان موجه لطلبة الجامعات في إقليم الشمال في الأردن. تم اعتماد المنهج الكمي لجمع آرائهم حول تكنولوجيا العافية وعلاقتها بالسعادة. تم تحليل البيانات ضمن أطر إحصائية لتحديد العلاقات بين متغيرات نموذج قبول التكنولوجيا (TAM) ورفاهية الطلبة.

النتائج: كشفت نتائج الدراسة أن سهولة الاستخدام تعزز بشكل كبير من سعادة الطلبة، حيث يزداد إقبالهم على استخدام تكنولوجيا العافية عندما تكون سهلة ومتاحة. كما تبين أن الإدراك المنفعي يلعب دورًا أساسيًا في تحسين رفاهية الطلبة، حيث يكون الطلبة أكثر ميلًا لاعتماد التقنيات التي يشعرون بأنها تعود عليهم بفوائد إيجابية. بالإضافة إلى ذلك؛ أظهرت الدراسة أن الحساسية الثقافية تؤثر بشكل كبير على فعالية تكنولوجيا العافية، حيث تحدد مدى قبول الطلبة لها وتأثيرها على رفاهيتهم. وعليه؛ فإن التكنولوجيا التي تتماشى مع القيم والتوقعات الثقافية للطلبة تحظى بقبول أكبر، مما يؤدي إلى مشاركة أفضل وزيادة مستوى الرضا .

الخاتمة : تلفت هذه الدراسة الانتباه إلى الحاجة لتطوير تقنيات عافية متوافقة مع الثقافة المحلية في الجامعات الأردنية لتعزيز رفاهية الطلبة. كما تسلط الضوء على الدور المهم الذي يجب أن يقوم به المعلمون وصناع القرار في تنفيذ برامج عافية قائمة على التكنولوجيا ومخصصة لتلبية احتياجات الطلاب، مما يسهم بشكل ملحوظ في زيادة رضاهم وسعادتهم داخل المؤسسات التعليمية.

الكلمات الدالة: تكنولوجيا العافية، نموذج قبول التكنولوجيا(TAM) ، الحساسية الثقافية، سعادة الطلاب

Introduction

The pursuit of happiness and well-being has become paramount in today's fast-paced, technologically driven world, where balancing personal fulfillment through the demands of modern life poses both challenges besides opportunities (Ballas & Tranmer, 2012; Krasko, Intelisani & Luhmann, 2022) Students exist within a complex framework of burdens including academic performance, society expectations and self-development. Happiness and wellbeing should then be treated as a necessary goal considering the complexities that students face. It is worth noticing that in the last few years there has been a positive tendency: Wellbeing technologies have been introduced to the students With the use of technology, these improvements demonstrates that technology has the capacity to be a gamechanger for students who want to lead a well rounded and well lived life (Arcidiacono & Di Martino, 2016; Smith et al., 2021). The quest of happiness and wellbeing continues to be a fundamental human ambition in an age distinguished by unmatched technology developments and growing digitalization (Bhattacharya et al., 2023; Abu Makh, 2024). For students, this search is frequently entwined with a variety of difficulties, such as the unrelenting academic pressures, societal expectations, and the individual journey of self-discovery. In recent years, the use of technology into wellness initiatives has become a ray of hope, promising to show students the way to greater pleasure and well-being. This study begins a thorough investigation of the wellness technology acceptance framework, driven by the Technology Acceptance Model (TAM), and examines its enormous influence on student satisfaction within the unique context of Jordan (Hu et al., 1999; Mustafa & Garcia, 2021; Qawaqneh et al., 2023; Rawash et al., 2023; Almwadih, 2024) Jordan, a country in the Middle East recognized for its lively culture and rich historical tapestry, is home to a diverse student body who pursue their education at all academic levels. These students well-being is of the utmost significance, not just as a personal goal but also as a vital thread woven into the larger fabric of society. The integration of wellness technology into Jordan's educational institutions is a ground-breaking strategy for fostering the well-being of its students in the wake of changing societal dynamics and the requirements of contemporary education.

The Technology Acceptance Model (TAM), a well-known framework that has proven crucial in understanding the dynamics of technology acceptance across various contexts, is at the center of this research. According to TAM, perceived usefulness and simplicity of use are crucial elements that greatly impact users' intents to adopt and actively employ technology (Rauniar et al., 2014; Alawamreh & Elias 2015). It is critical to determine how Jordanian students feel about how simple it is to use and interact with these technological tools in the context of wellbeing. The investigation of their opinions of the advantages and effectiveness of wellness technology in improving their general wellbeing and happiness is equally important. This investigation also aims to determine how much students think these technology advancements are applicable to their everyday lives (Alamri, 2024).

In today's dynamic educational environment, which is marked by rising academic pressures, shifting societal expectations, and the difficulties students experience in their personal growth, the pursuit of pleasure and well-being among students is of the utmost importance (Baeva & Bordovskaia 2015; Huang, Huang, & Chuang, Yung – Ting, 2016). Although technology has become a necessary component of daily life, its potential to improve students' wellbeing and happiness, particularly in the context of wellness technology, is still being investigated and assessed (Wasson, et al. 2016; Alawamreh, et al. 2023) . The adoption of wellness technology and its effects on student happiness within Jordan's distinctive cultural and educational environment are significant issues that this study aims to address. These issues prevent the development of practical strategies and interventions that would enhance the wellbeing of Jordanian students (Kim & Lee, 2011; Shawaqfeh & Almahaireh, 2019). Investigating this issue quickly is necessary due to a number of important factors. First off, despite wellness technology being more prevalent in educational settings, there is still a huge knowledge gap regarding how Jordanian students see and use such technology. Uncertainty persists regarding whether these students find wellness technology to be approachable and pertinent to their life, as required by the Technology Acceptance Model (TAM) (Obeidat, 2022; Musa et al., 2024**)** . Second, little research has been done on the possible effects of wellness technology on the contentment and general wellbeing of Jordanian students. For educators, decision-makers, and organizations working to improve students' overall development and satisfaction, this information is essential. A study of

how cultural elements interact with students' views is necessary since Jordan's distinct cultural context has a substantial impact on technological acceptability and the efficacy of wellness technology (Shawaqfeh & Almahaireh, 2019). Furthermore, the creation of specialized treatments for Jordanian students is hampered by the lack of a clear understanding of technological acceptability and the influence of wellness technology on their wellbeing (Paganin et al., 2023). Finally, considering the importance of education and wellbeing to Jordan's overall growth, it is crucial to address this issue thoroughly because student happiness has an impact on both individuals' lives and the wider society (Paganin et al., 2023). The study concentrates on university students in northern Jordan in northern Jordan, which is characterized by a particular blend of universities and students. Inspecting students from different universities within this region seeks to understand the level of adoption and perception towards wellness technology in different educational settings. The results shall help better comprehend the reasons behind utilizing technology to promote academic wellness through student well-being frameworks. Therefore, this study, which is informed by the TAM viewpoint, intends to completely explore the acceptance framework of wellness technology among Jordanian students in order to address these gaps and offer workable solutions. In order to pave the way for the creation of effective, culturally-sensitive strategies to improve the quality of life and academic experiences of Jordanian students, it aims to reveal the complex relationships between technology acceptance, perceived usefulness, perceived ease of use, and student happiness and well-being.

Research Questions

- How does the perceived ease of use, perceived usefulness, and cultural sensitivity of wellness technology influence students' happiness in Jordan?
- What role do the students' perspectives on technology play in the acceptance of wellness technology?
- How does wellness technology's accessibility and availability affect its uptake and efficay in raising student hap piness?

significant of the study

This study is important in the context of Jordan because it examines the use and effect of wellness technology on student happiness. By using the Technology Acceptance Model (TAM), the research attempts to explain the salient factors, such as students' perceived wellness and ease of use, that affect students' adoption of wellness technologies. The outcomes could allow educators, policymakers, and other stakeholders to craft strategies that leverage technology to improve student well-being. Furthermore, analyzing these relationships can add to the broader discourse on the application of digital wellness technologies in higher education and create a better academic culture toward students.

Conceptual Framework for Wellness Technology and Student Happiness

The entire well-being and happiness of students are of the utmost significance in today's quickly changing educational environment. According to the Technology Acceptance Model (TAM), perceived usefulness and simplicity of use are the key factors of technology adoption, making the integration of wellness technology a possible route for improving student satisfaction (Meydanlioglu, Arikan & Gozum, 2015). Cultural sensitivity must be taken into account as a mediating factor in the acceptability and influence of wellness technology on student happiness in the particular cultural environment of Jordan, where societal norms and values play a crucial role (Foronda, 2008., Meydanlioglu, Arikan & Gozum, 2015). This suggested framework aims to develop a thorough knowledge of the interactions between fourth crucial components: perceived utility, perceived ease of use, student happiness, and cultural sensitivity.

- Perceived Ease of Use: The methodology starts by assessing how easily Jordanian students perceive wellness technology to be used. It entails evaluating how user-friendly students believe these electronic platforms to be, spotting potential roadblocks, and investigating how intuitive the user interface is. Acceptance of technology is based on perceived simplicity of use.
- Perceived Usefulness: The framework expands on perceived simplicity by exploring perceived usefulness, highlighting Jordanian students' perceptions of the use and efficacy of wellness technology. It looks into whether

or not students think these technologies are useful tools for enhancing their general happiness and well-being.

- Cultural Sensitivity: The framework includes cultural sensitivity as a crucial component in recognition of Jordan's distinctive cultural setting. It looks at how cultural aspects, such as customs, values, and society norms, affect how well-being technology is received and how effective it is. Cultural sensitivity plays a moderating role in influencing how pupils view and interact with this technology.
- Student Happiness: The framework's primary goal is to comprehend how wellness technology directly affects students' enjoyment. It investigates how the adoption of wellness technology can help to improve students' general well-being by examining the relationship between technology acceptance (reported ease of use and perceived utility) and student happiness.

This research aims to provide a thorough view on the application of wellness technology to improve student happiness in Jordan using the suggested framework. It aims to clarify the complex interconnections between perceived utility, perceived usability, student pleasure, and cultural sensitivity. By doing so, this framework intends to improve our comprehension of the complex dynamics surrounding wellness technology and offers insightful information that can be used to build interventions and tactics that are sensitive to cultural differences. The ultimate objective is to equip Jordanian students with efficient wellness technology solutions that are tailored to their specific cultural environment, promoting increased well-being and happiness throughout their academic careers and beyond.

Methodology

This section provides a detailed overview of the study's design, including its research questions, data collection methods, and analytical framework (Mohajan, 2020). Careful consideration was given to key methodological components to ensure the validity, reliability, and ethical integrity of the research process.

Research Design

For this study, a cross-sectional approach was deployed in accumulating data from the subjects at a given point in time so that scrutiny could be done on the subjects' character, attitudes and behavior. It suffices to add a cross-sectional approach facilitates the capture of the subjects' variables of interest whereby for this study the focus was on the acceptance of wellness technology among the students and the effect it had on the students' happiness (Johnson, Adkins & Chauvin, 2020; Mohajan, 2020; Alomari et al., 2022).The investigation was directed with respect to specific questions, which was its key component, and outlines testable hypotheses. These hypotheses and research questions were formulated on the basis of Technology Acceptance Model (TAM) in order to examine the fundamental relationship between perceived ease of use, perceived usefulness, cultural sensitivity and student happiness.

Sample Selection and Size

The sample size and the sampling method were essential factors to guarantee the validity and generalization of the findings. The participants in this study comprised 300 university students who were located within Northern Jordan. In this case, 300 were from the Northern Region of Jordan of which 150 were of private Universities and 150 were from Government sponsored Universities. Such a stratified sampling method ensured variety in views and experiences from various educational environments.

Data Collection Methods

Quantitative data were collected through the use of structured surveys, a standard practice in cross-sectional research. Use of surveys proves to be useful in the collection of opinions, attitudes, behaviors, and demographic data which are amenable to quantification and statistical analysis (Al-Ababneh, 2020; Alam and Parvin, 2021).

Survey Instrument

The survey instrument was constructed to guard against ambiguity while still ensuring that the intended meaning is conveyed, with the goal of capturing the accuracy and reliability of responses. It comprised close-ended multiple-choice options for the demographic and other key characteristics. For three of the components regarding the wellness technology: ease of use, usefulness, and cultural appropriateness, a scale was set up to allow a more quantitative approach. In addition, self-rating scales of general impressions of happiness and well-being were also collected (Alamri, 2024; Singanayagam et

al., 2022; Rawash et al., 2023).

Hence, in order to make certain the survey instrument's validity and reliability, the questionnaire went through an extensive development procedure. The items were taken from previous research, so they remained in harmony with the framework of the Technology Acceptance Model (TAM)'. Educational technology and psychology experts verified the instrument to check its content validity as well as clarity, cultural relevance, and accuracy for the target population. Moreover, pilot testing was done with a selected sample of students in order to improve the wording and framing of questions, reducing ambiguity and facilitating better understanding by the respondents. Reliability of the scale was checked with Cronbach's alpha to ensure internal consistency of the ease of use, perceived usefulness, cultural relevance, student well-being, and the measures.The questionnaire in this study exclusively used quantitative technique for collecting perfectly structured and measurable insights without unnecessary complexity for the respondents.

- Questions in the form of multiple-choice to obtain demographics and other noteworthy information.
- Usage of Likert scales to inquire about the ease of use, usefulness, and cultural sensitivity of the wellness technology.
- Measures such as rating scales to overall happiness and well-being impression.
- The questionnaire, as such, puts into consideration accuracy and reliability of responses so as to be clear and relevant while also being easy to comprehend.

Data Analysis and Findings

The data were analyzed using Smart PLS version 3 and SPSS version 22. Smart PLS was used to look at the latent variable inside the causal structure and SPSS was used to create descriptive statistics for the sample. The outcomes of the statistical analysis will be presented in the subsections that follow.

Evaluation of the Measurement Model

As pointed out by Hair et al (2016) in structural equation modeling, evaluating the measurement model is an important step. It entails evaluating the accuracy and precision of the measurement tools. To make sure the observed indicators accurately reflect the latent constructs, this includes looking at item loadings, reliability, and validity metrics like average variance extracted. Strong structural model analysis requires a measurement model that has undergone thorough validation (Sekaran & Bougie, 2016). Three criteria were used to evaluate the measurement model in this study: the reliability of the indicator items, the convergent validity, and the discriminant validity. The measurement model was put to the test using 22 reflective indicators, as shown in Fig. 3. The item PU1 were discovered to have a factor loading below 0.60. As suggested by Hair, Ringle & Sarstedt (2011); Henseler, Ringle & Sarstedt, (2009), the indicator should be removed for the items with Variable factor loading values ranging from 0.40 to 0.70, provided that doing so would result in an increase in the composite reliability (CR) above the recommended threshold value. In this study, these signs were thus eliminated by running a PLS algorithm test.

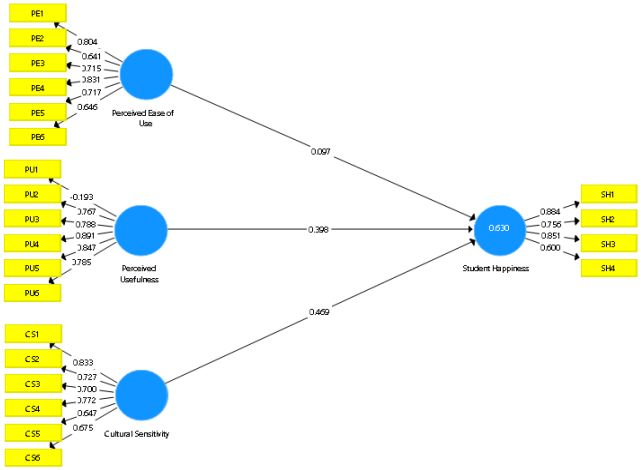


Figure 1 Measurement Model

As depicted in Table 2, the researcher assessed the convergent validity of each construct using the Average Variance Extracted (AVE). The degree to which one measurement agrees favorably with other measurements of the same construct is known as convergent validity (Hair et al., 2016). Researchers determined the acceptable minimum value of AVE in this investigation at 0.5 in accordance with advice from earlier studies (Hair et al., 2016; Ramayah et al., 2016). The results indicate that whereas Cultural Sensitivity achieved the highest value for AVE (0.871), Perceived Usefulness achieved the lowest acceptable value (0.852). In a nutshell all of these values satisfied the standards for convergent validity.

Additionally, the CR values, shown in Table 2, were used to assess the internal consistency of the corresponding constructions. A higher CR value is preferred even if a benchmark value of at least 0.70 is advised. The CR values in this study, which vary from 0.532 to 0.609 for each individual construct, are all higher than the benchmark value. Thus, the variables have effectively proved convergent validity based on these benchmark values.

Table 2 Results of Measurement Model

Variable	Items	Factor Loading	Composite Reliability (CR)	Average Variance Extracted (AVE)>50%
Perceived Ease of Use	PE1	0.804	0.871	0.532
	PE2	0.641		
	PE3	0.715		
	PE4	0.831		
	PE5	0.717		
	PE6	0.646		
Perceived Usefulness	PU1	0.193	0.852	0.562
	PU 2	0.767		
	PU 3	0.788		
	PU 4	0.891		
	PU 5	0.847		
	PU6	0. 785		
Cultural Sensitivity	CS1	0.833	0.871	0.530
	CS 2	0.727		
	CS 3	0.700		
	CS 4	0.772		
	CS5	0.647		
	CS6	0.675		
Student Happiness	SH1	0.884	0.859	0.609
	SH2	0.756		
	SH3	0.851		
	SH4	0.600		

The current work applied the Fornell & Larcker (1981) and Henseler, Ringle & Sarstedt (2015) The average square root of extracted variance for each of the analyzed constructs is compared to the correlation coefficients for all variables as part of the criteria used to assess the discriminant validity of each construct. The construct has discriminant validity when the average square root of extracted variance is greater than the correlation values of all variables (Hair et al., 2016). According to the Farnell and Larker criterion, as shown in Table 3, the results show that each construct has appropriate discriminant validity because its squared correlation is less than the average variance recovered. Additionally, the

production of the disattenuated construct score follows the Heterotrait-Monotrait Ratio (HTMT), which provides an assessment of the correlation between constructs. Using a value of 0.9 as the threshold. As illustrated in Table 3. this study concluded that there is no evidence of a lack of discriminant validity and all the constructs meet the criteria.

Table 3. Assessment of Discriminant Validity (Fornell and Larcker 1981)

	Cultural Sensitivity	Perceived Ease of Use	Perceived Usefulness	Student Happiness
Cultural Sensitivity	0.728			
Perceived Ease of Use	0.649	0.729		
Perceived Usefulness	0.388	0.491	0.750	
Student Happiness	0.687	0.597	0.628	0.780

Table 4: Assessment of Discriminant Validity (HTMT) (Henseler, Ringle et al. 2015)s

Cultural Sensitivity				
Perceived Ease of Use	0.671			
Perceived Usefulness	0.471	0.691		
Student Happiness	0.783	0.584	0.741	

The findings support that all constructs are reliable assessments of their respective qualities based on their parameter estimates and statistical significance. These overall results show that the measuring model used in this work has strong empirical backing, showing reliability, convergent validity, and discriminant validity.

Evaluation of the Structural Model

The structure of this model, also called the inner model, showcases the relationships of the constructs in question. In this case, the model was evaluated using the path coefficient (ß) criteria which define the value and significance of these relationships. The path coefficients are standardized values between -1 and +1, where +1 signifies a strong positive relationship, 0 signifies no relationship, and any negative value indicates an inverse relationship (Hair et al., 2016). The significance of these relationships is determined with the help of t-values, and in this case t=1.96, at $p < 0.05$, is regarded as statistically significant. Moreover, the adjusted R^2 figure expresses the level to which the independent variables, individually or collectively, explain the variability in the dependent variable, accepting that higher values reflect a more accurate predictive model (Hair, Ringle & Sarstedt , 2011).

The outcomes shown in Figure 3 and Table 7 answer the following research questions:

1. What is the impact of perceived ease of use and perceived usefulness of wellness technology on students' happiness in Jordan?
    - The results highlight that perceived ease of use has a considerable positive impact on students' happiness (ß = 0.113, t = 1.873, $p < 0.05$). In addition, perceived usefulness also significantly boosts students' happiness (ß = 0.336, t = 7.509, $p < 0.05$). These findings imply that students' wellness technology improves with greater ease of use and higher perceived usefulness.
2. What is the impact of cultural sensitivity on the adoption of wellness technologies and its effect on student contentment levels?
    - The data suggests that cultural sensitivity impacts student happiness significantly and positively (ß = 0.478, t = 10.022, $p < 0.05$). This indicates that a greater degree of alignment to cultural norms and values will enhance and raise the chances of students adopting wellness technology, thus increasing their satisfaction and well-being
3. How do students' perspectives on technologies influence acceptance of wellness technology?

- The analysis shows that students perceptions of technologies, especially in relation to ease of use, relevance, and cultural meaning, significantly impact students' acceptance of wellness technology. Furthermore, ease of use, cultural sensitivity, and wellness technologies relevance to users has a direct impact on student wellness and happiness. From the findings, it can be argued that the structural model student wellness technology adoption explains student happiness sufficiently. The constructs relating to welfare technologies and student wellness suggest that students utilize welfare technologies when they perceive them to be culturally relevant and beneficial, and as such the technology does improve their wellness and satisfaction.

Table 7. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Cultural Sensitivity -> Student Happiness	0.478	0.485	0.048	10.022	0.000
Perceived Ease of Use -> Student Happiness	0.113	0.112	0.060	1.873	0.062
Perceived Usefulness -> Student Happiness	0.336	0.336	0.045	7.509	0.000

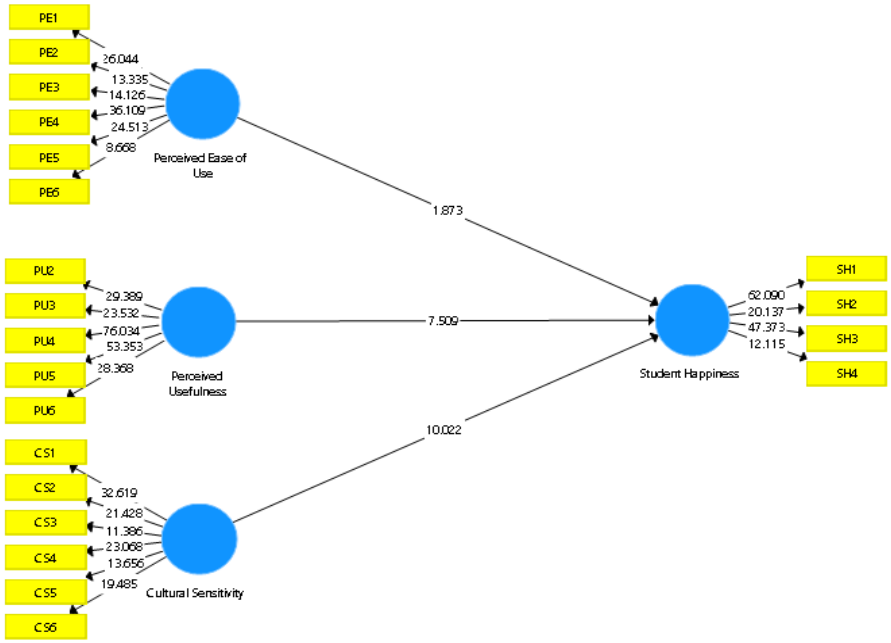


Fig. 3 Structural Model

The structural model, shown in the accompanying image, exemplifies the complex web of connections between the variables under study. It provides the foundation for analyzing and assessing the relationships and influences between various factors. We learn important things about the strength and importance of these associations by looking at the route coefficients and determination coefficients in this model, which helps us understand the underlying mechanisms at work in our research.

1. Research implications

The results of this study have important ramifications for numerous stakeholders and lines of inquiry. The results emphasize both educators and institutions the potential advantages of incorporating wellness technologies into educational programs to improve student wellbeing. It emphasizes how crucial it is to take user experience, cultural sensitivity, and usability into account while developing and deploying such technology (Rennie, Goodrum & Hackling, 2001; Aman et al., 2022). These findings can be used by policymakers to guide decisions about the use of technology in educational settings, creating settings that put the happiness of students first. Furthermore, the study's focus on cultural sensitivity highlights the importance of taking into account various cultural viewpoints while adopting new technology. This understanding can be used to a variety of businesses and industries outside of schooling. Future research might build on the proven hypotheses by delving deeper into the complex dynamics of technology acceptance and how it affects user pleasure. In short, this study opens up new avenues for future research in the field of technology-driven well-being enhancement while also advancing our understanding of how wellness technologies are accepted. It also provides educators, organizations, and politicians with useful advice.

This study's scope encompasses Northern Jordanian university students, thus, it might not give a holistic view of the sociocultural or sociotechnological interpersonal relations as practiced in other regions. Therefore, the conclusions may not be completely accurate representations of the factual us population or applicable to students situated in differing cultures or societies. This factor has to be noted whenever the results and implications are being extrapolated to other settings.

Limitation and future work

A limitation of the study is that it employs a cross-sectional approach, which does not compare differences across time periods and hence does not have the capacity to determine causative factors in technology acceptance or technology impact on happiness (Bangun al., 2021). Due to the nature of the research instrument, data is collected at a single point in time, meaning the research offers a snapshot of the status of wellness technology among university students without a trajectory of the developments or consequences of the adoption. Since the findings rely on self-reported data collected through the survey, there is a likelihood of response bias which may negatively affect the results of the analysis. For instance, participants interpret questions differently, offer socially acceptable responses, or are unaware or less informed about wellness technology and its usefulness, factors that are likely to distort the findings. Although the research focuses mainly on the variables contained in the Technology Acceptance Model (TAM) and culture, the authors remain oblivious to some other variables that influence the acceptance of wellness technologies. Other variables may be such capturing the economic status of wellness practitioners, existing technological infrastructure, or unique personality factors. It is possible that the exclusion of these variables restricts the breadth of conclusions regarding the factors that determine the acceptance of technologies. Longitudinal design may assist future research in comprehending the gradual effect of technology on a student's wellbeing in a longitudinal manner (Alramammnh et al., 2024). A study of this kind assures the insights available on student satisfaction could be accurately gauged. Along the lines of generalization, expanding the sample to encompass various regions, age groups and education levels would allow the findings to reach a broader audience. Also, widening the scope of analysis to include other variables like economic standing, tech literacy and institutional support would lead to a better grasp in regard to the aspects accompanying wellness technology readiness. Hence, the outcomes of this study are important for researchers and educational institutions. This study offers a starting point for future research which could examine other factors such as economic level, organizational aid, and digital literacy by elucidating the issues affecting acceptance of wellness technology. Additionally, these results can be used by policymakers and the universities to develop specific measures to improve students' proactive interaction with wellness technologies and strengthen their health in a

more supportive academic environment.

Conclusion

The study adopted the Technology Acceptance Model (TAM) as a guiding perspective to examine the acceptance framework of wellness technology and its significant impact on student satisfaction within the Jordanian educational system. Significant insights have been gained from the empirical data. According to the confirmation of the research hypotheses, perceived utility, a perception of ease of use, and cultural sensitivity are crucial factors in determining students' happiness. These findings highlight the significance of putting a strong emphasis on user experience and cultural context when building and deploying wellness technology. The advantages of this research are extensive. It emphasizes the need of cultural sensitivity in technological acceptance and theoretically expands the applicability of TAM into the educational arena. Practically speaking, it paves the path for specialized technology-driven wellness initiatives by providing educational institutions and policymakers with useful information. Additionally, this study paves the way for further investigation into the effects of wellness technologies on student satisfaction, both locally in Jordan and in various worldwide contexts. In summary, the study's findings add to our knowledge of how people accept technology while also offering practical advice that can have a good impact on educational practices and regulations. They emphasize the need of putting a priority on student happiness as a crucial element of the educational experience and the transformative potential of technology-driven wellness interventions in education

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