Evaluating the Effectiveness of Moodle at the Sacred Heart College

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Abstract

While a substantial amount of research has been conducted on the advancement and efficacy of information system models, limited research has been executed to address the effectiveness of the Moodle System in Secondary level institutions. Therefore, a research has been conducted on the effectiveness of Moodle solely at the Sacred Heart College. Data was collected from 80 students, specifically, 20 students from each form to represent the high school by means of questionnaires. This study provides an empirical test of an adaptation of DeLone and Mclean; effectiveness model in the context of Moodle Information System. The model consists of six constructs, which are information quality, system quality, service quality, user satisfaction, use and perceived net benefits. Additionally, one construct was added which was the complementary technology quality. The Moodle information System being used by Sacred Heart College allows lecturers and students to upload tasks and track student's progress. The purpose of this research is to prove that the Moodle system used in Sacred Heart College is positively effective for the students. The conclusion of this paper addresses how effective the majority of responses show that majority of respondents find the Moodle System to be very beneficial.

Keywords: Information Systems, Effectiveness, Moodle System, Perceived Net Benefits

Introduction

Moodle was developed by Martin Douglas in 2002, with the purpose to help lecturers create online classes with a focus on interaction and cooperation to maintain content. Since then, Moodle has expanded but, it is still running by Mr. Martin and his team, other developers that contributed to the Information system model continue working with them to contribute on how to become technological advanced, test coding and being active participants in community forums.

Moodle is a Learning Management System (LMS) or e-learning platform that assists lecturers and students not only in Secondary level institutions but also, for universities in the country and around the globe. Moodle is the information system that is widely used by school establishments and it is

continuously growing. The information system does not automatically replace class attendance, but it helps students to augment their knowledge by allowing them to have access to other means of resources. Moodle is relatively easy to use; students can simply log into their account by setting it up with their school ID as a username and a password. This then allows them to view the courses they are enrolled to, course outlines, time schedules, announcements, students chat and documents that can help students to read beyond.

The objective of this research is to find out the effectiveness of the Moodle Information System at the Sacred Heart College along with ways in which the system can improve to increase the perceived net benefits for the students attending the high school. The system was implemented into the institution as another means to attain resources for students and for the importance it has created since it is a modern era, and everything is becoming technological. This research can definitely be useful to the Staff and I.T Department of the Sacred Heart College since it will provide real data on student's perspective of Moodle and provide keenness on how effective the system has been or can be.

The researchers intend to evaluate how effective and beneficial the information system is and ways on how to improve it at the secondary level institution. A simple research method was used with the help of questionnaires to obtain and gather information from the students attending Sacred Heart College in San Ignacio, Cayo. The analysis of the data collected will be presented via graphs, tables and other formats required to display our findings.

Literature Review

Every day more information and communication technologies invade people's daily lives. These new technologies can provide new perspectives, broadening the view of some people on certain subjects, and here, the objective of this review is to see the impact of technology specifically moodle in education contributing to learning. It is important to highlight the role of technologies in the school environment, as it aims to support the new teaching pattern, that is, technology must support students in their learning, constituting another educational resource. Every day, all around us, students are using modern technologies to follow their passions and to share the amazing results of those pursuits with global audiences. The more we can bring those learning experiences inside of school and help students do more important work on their own, the more prepared they'll be for a fast changing, increasingly uncertain world. Meaning, for years, students attended in class sessions and participated in class through the traditional system of teaching where teachers provided face-to-face lectures, in class activities with aid from internet materials, written tests and more (Mtebe, 2015). Even though this system is still applicable today, it has gradually seen some changes with the help of technology.

This study seeks to evaluate the use of Moodle used by the students at Sacred Heart College for the purposes of retrieving and sending information from their teachers through the use of Management Information Systems and vice-versa. Moodle can be of great benefit to students, for example, a Math teacher giving them problems to work on their own after the concept has been taught in class directing them to the use of their Moodle account. The students would then have access to a wider variety of problems to practice on; motivation to know immediately the result of their proposed solution to the problems given; instant feedback and knowledge of the current level of subject comprehension; and, above all, a way to practice problems without the pressure of the continuous presence of the teacher.

At the same, it is beneficial to the teachers as they can send information from their teaching lesson, send assignments and post up grades so students can retrieve information given, plus view their grades in a timely manner.

Students have a positive view towards Moodle. This is in line with the study by Hanafi et al. (2004) and Paris (2004) which states that students have a positive attitude towards online learning. Further, in a study by Zoran & Rozman (2010), their respondents commented that Moodle was helpful, useful, time-saving, and above all that it had a positive influence on their learning. Drennean, Kennedy and

Pisarski (2005) reported that a high positive perceptions, is related to high satisfaction towards online learning. Melton (2006)

highlighted the usability of Moodle which may contribute to the positive perceptions.

The students at Sacred Heart College, in particular, the higher-level students (third and fourth form students) do take advantage of this opportunity as the results of tests is given immediately which helps them to know where they are in relation to their grade average. This prompts them to boost their studies in order to pass the course- if low grades, or to just improve to make it to the honour list if that is their aim.

Moodle a well-known platform. Moodle (Modular Object-Oriented Dynamic Learning Environment) is an online learning platform renowned for its ease of use, intuitive side, active community that supports it and the large number of features offered (Jebari, Boussedra & Ettouhami, 2017). In the educational field, many universities have decided in favour of the Moodle platform. It is an open resource based upon pedagogycal principles (Cole y Foster, 2007; Goyal y Puhorit, 2010), which integrates diverse multimedia resources. For these very reasons, Moodle has become one of the most used LMS in Higher Education (Aydin and Tirkes, 2010; Saito and Ulbricht, 2012; Williams van Rooij, 2012). Moodle is presented as a platform that provides the necessary tools for virtual education (Aydin and Tirkes, 2010; Saito and Ulbricht, 2012; Williams Van Rooij, 2012). In addition, it promotes new learning, easing the access to the material in an organized way (Peat and Franklin, 2002). Thus, Moodle facilitates the development of the teaching-learning processes in e-learning, education through elements such as interaction (Swan, Shea, Fredericksen, Pickett, Pelz and Maher, 2002), usability (Kirner and Saraiva, 2007) and social presence (Richardson and Swan, 2003). In this sense, it becomes clear that LMS improve learning outcomes (Martín-Blas and Serrano-Fernández, 2009; Núñez et al., 2011; Escobar-Rodríguez and Monge-Lozano, 2012), and that teachers who use virtual resources increase student attention and participation, enabling a more meaningful learning process (Soyibo and Hudson, 2000).

Research by Aydin & Tirkes (2010) on Moodle and Higher Education describes the importance of using moodle in the classroom. It states that Moodle is one of the more complete and adequate platforms for its implementation in Higher Education (Aydin and Tirkes, 2010; Saito and Ulbricht, 2012; Williams van Rooij, 2012). This fact is evidenced because Moodle provides three essential resources: the possibility of supplying contents and activities online, interactive assessment (Ross, 2008) and the flexible interaction and communication between the teacher and the students- (Ellison et al., 2007). In this sense, both the use of Moodle and on-line materials and resources enhance and/or improve the learning outcomes (Martín-Blas and SerranoFernández, 2009; Núñez et al, 2011. This is exactly what the students do in the classroom. Teacher provides them with online activities based on the content being taught. They carry out the task and graded immediately or just checked to reinforce content and understanding from the students.

Higher Education (HE) teachers are aware that the evolution of technology changed the way students build their knowledge. New forms of access to information and new means of communication allowed creating specialized learning tools. It is now important to understand how the students' interaction with learning technologies influences their learning success. It is not easy to move toward a classroom environment that is built on the combination of giving students the freedom to pursue topics that matter to them and providing the technologies they need to create meaningful, beautiful, and important work in the world. From a personal standpoint, I notice that many times we are not accustomed to students having that much freedom. And to be honest, we're also not used to putting the true potentials of technology in the hands of children. This is evident particularly with the first formers coming in. I notice we 'spoon feed' these students so much that by the time they get to the higher level, they expect the same treatment and if not done, their grades begin to fall. They are not given this opportunity from an early start. Despite the growing ubiquity of devices, giving students the freedom to use those devices for learning of their own design is complex on many levels, not the least of which are ensuring safety and appropriate use. In this way, they are given a sense of responsibility to seek this information system and put it to good use, thus enhancing student learning. The teacher then is doing something differently to give students more control over what and how they learn.

Moodle can be used by all Internet users via the classic Web browser to perform e - learning. This is one of the freely available software packages that are easily installed on the server of the Technical University of Kosice, as well as other educational institutions. Then the teachers and the students can use it via Internet. Moodle with other systems offering an electronic learning is abbreviated as LMS (Learning Management System). It brings together a set of tools providing management education. It facilitates the content of education, the educational process to the students of production technology and it provides the needed information about the student, his results and overall assessment for teachers.

Methodology

Moodle is an open source management system. Many educational institutions are now using Moodle information system, Sacred Heart Collage is one of those institutions that has moved to introducing this approach in their system of study and the education they offer. Since, Sacred Heart College has been using Moodle for some time now. It was decided that a study for evaluating the effectiveness of Moodle was needed to be conducted.

The study done seeks to evaluate the use of Moodle and its success at Sacred Heart Collage. Moodle is being used by the students at Sacred Heart College and how it has been for the students to retrieve and send information from their teachers with the Management Information System. For this instance, it is very important to establish a method for gathering the necessary data that will show evidence of how the students interact with the platform and how it has changed their learning environment.

Model and Hypothesis

The study will be using the Delone and McLaren model, since it has been used for studies like this one and similar ones. This model uses six distinct constructs, which, include information quality, system quality, service quality, user satisfaction, use and additionally perceived net benefits.

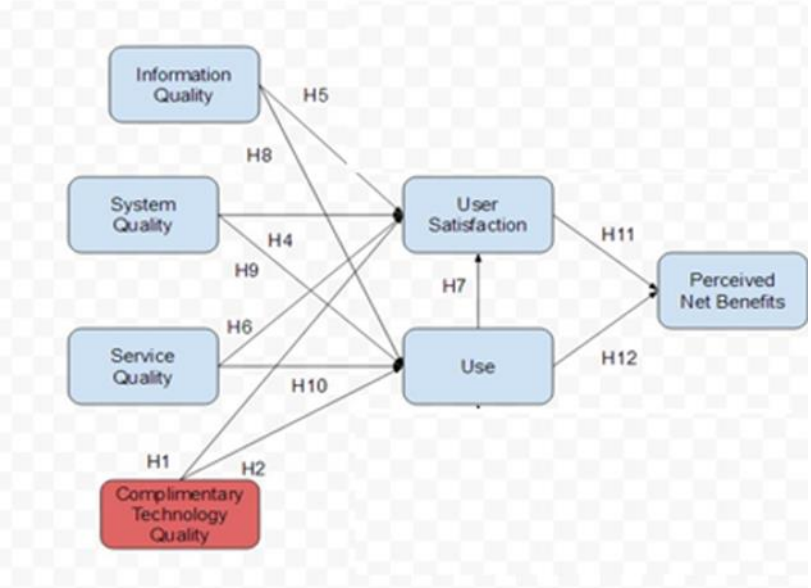


Figure 1. Illustrates the Modified research model

Hypothesis

H1. Complementary technology quality will positively affect user satisfaction.

H2. Complementary technology will positively affect system use.

H3. System quality will positively affect system use.

H4. Information quality will positively affect user satisfaction.

H5. Service qualities will positively affect user satisfaction.

H7. Use will positively affect user satisfaction.

H6. Information quality will positively affect use.

H7. System qualities will positively affect use.

H8. Service quality will positively affect use.

H9. User satisfaction will positively affect perceived net benefit.

H10. Use will positively affect perceived net benefit.

Participants

For the participants in this research, the study included eighty (80) students from Sacred Heart College, particularly twenty (20) students from each form to represent the high school. The data collected from the high school students included students attending first form, second form, third form and fourth form that currently attend Sacred Heart College.

Population

The population used for this research study is part of the student body of Sacred Hearth College, being first, second, third and fourth formers. The population from the high school is currently 950 but, only 80 students were utilized.

Sample size and Data collection

For the sample, eighty (80) questionnaires were distributed to the students of the Sacred Hearth Collage. The questionnaires were handed out individually by the researchers' through the use of convenience sampling. This was done so since, it was not affordable or applicable to use methods that ware lengthy and time consuming. It was for this reason that it was decided to conduct a full quantitative research.

Construct measurement

For this specific research, a Likert scale (7 point) was used in order to capture the participant's opinion on the various constructs within the model that was used.

Sample and Data Collection

The data gathered and collected from a survey sample of 80 students at the Sacred Heart High School. Twenty students were selected from each form. The response rate was 100% with all surveys been answered fully. The characteristics of the respondents are shown in table 1.

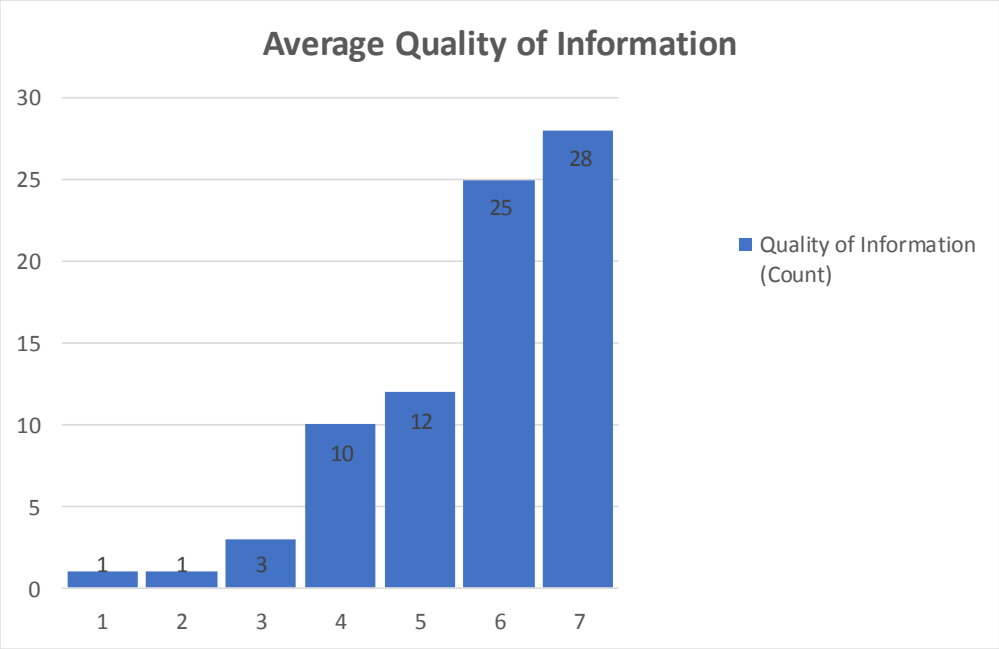
Table 1. Characteristics of Respondents

Characteristics	***Quantity***	***Percentage***
Gender		
Male	33	41.25%
Female	47	58.75%
Age		
<11	0	0%
12-13	27	33.75%
14-15	26	32.5%
16-17	24	30%
>18	3	3.75%
Education Level		
1st Form	20	25%
2nd Form	20	25%
3rd Form	20	25%
4th Form	20	25%

Data Analysis

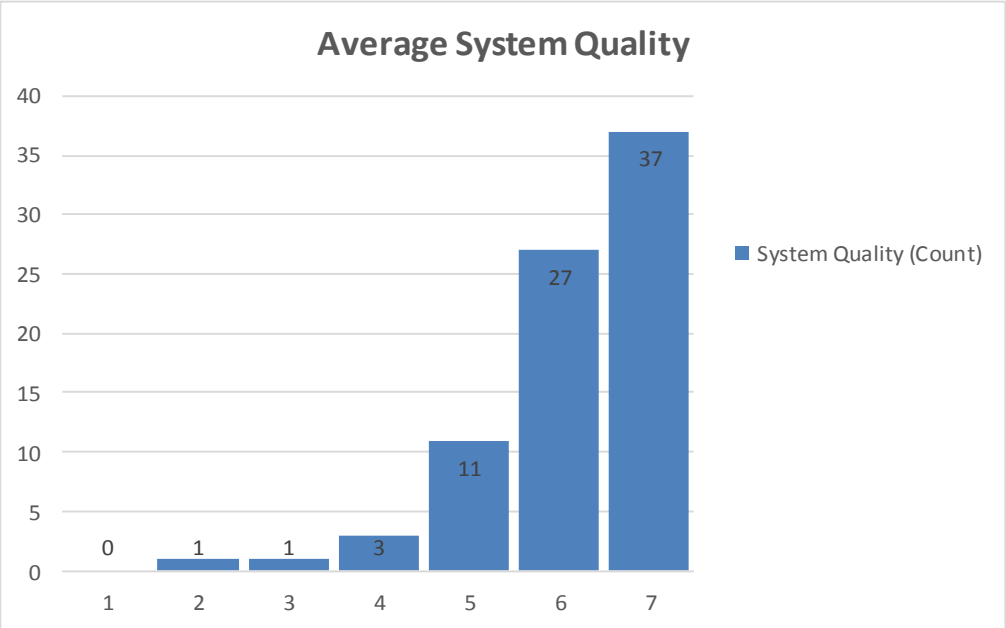
The main purpose of our research is to show the success of Moodle System for the students at Sacred Heart High School. The questionnaire given to the students that participated had twenty-five (25) questions. The rates were from one (1) which is strongly disagree to seven (7) being strongly agree. Histograms and charts were made to display the average responses of the students. Below are the figures:

Figure 2. Histogram on the Quality of Information



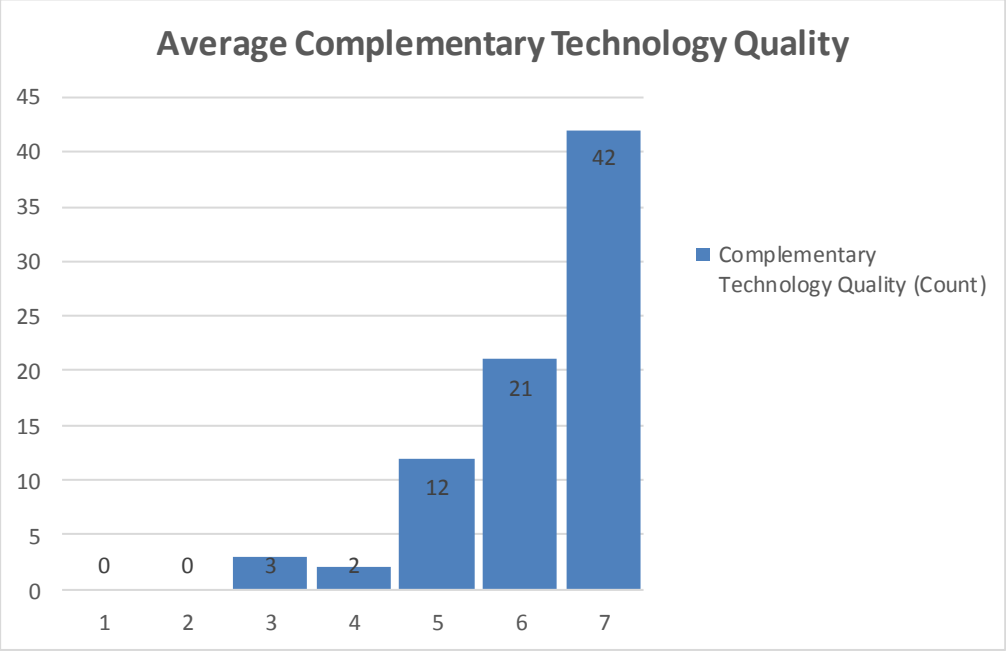
The above chart (figure 2) displays the averages of the Quality of information. Most of the results are between a rate of 6 and 7 which is good. Most results are above the average frequency distribution which means that most students are satisfied with the quality of information on Moodle. A very few numbers of students are not satisfied with the information quality on Moodle.

Figure 3. Histogram on the System Quality



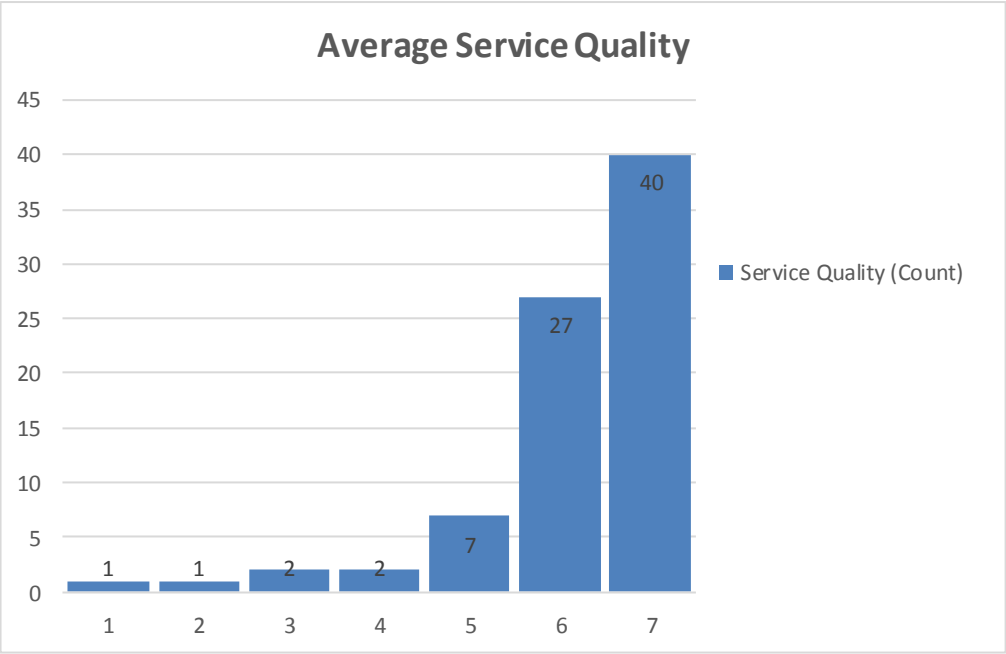
The above chart (figure 3) displays the average of the system quality. As you can see on the graph, majority of the results are within the numbers of 6 and 7 which are good. Majority frequency were selected from 5-7. The meaning of this information is that mostly all students are contented with the system quality of Moodle. A small portion of the students is not satisfied with the system quality of Moodle.

Figure 4. Histogram on the Complementary Technology Quality



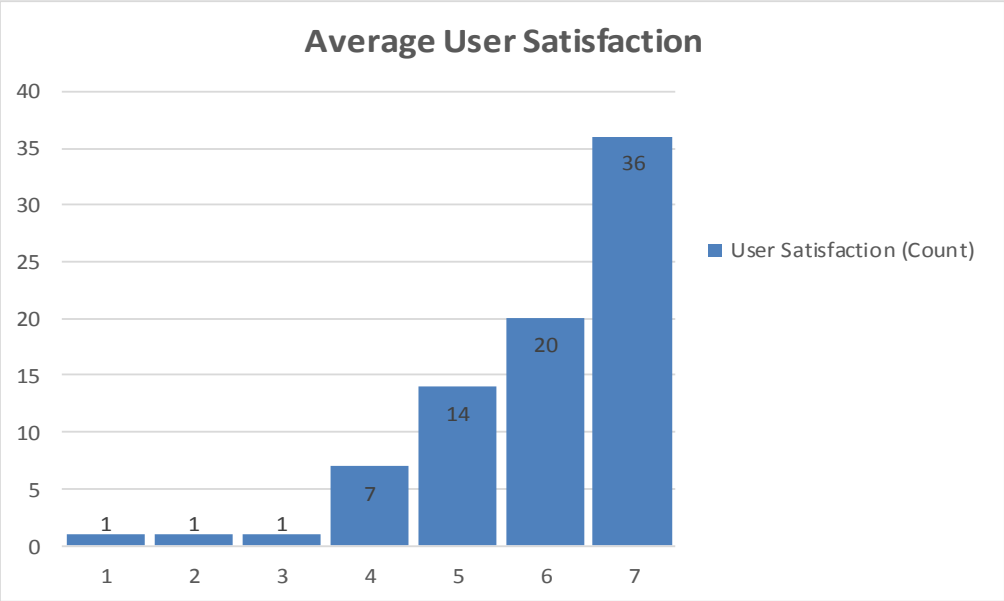
The above chart (figure 4) displays the averages of the complementary technology quality. Based on the graph, the maximum numbers chosen are between 6 and 7 which is great. Most results are above the normal frequency distribution, which ranges from 5-7. This means that most students are contented with the quality of technology used for accessing Moodle.

Figure 5. Histogram on the Service Quality



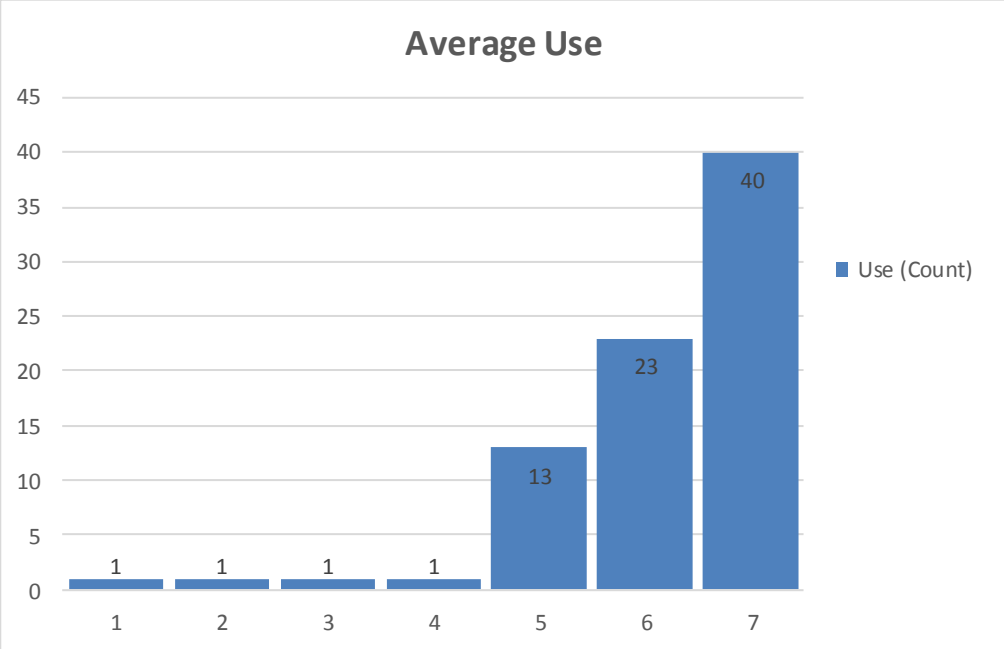
The above chart (figure 5) displays the average responses of the service quality. Based on the graph, you can see that majority of the responses are between 6 and 7 which is great. Most results are above the normal frequency distribution, which ranges from 5-7. This means that most of the students are contented with the service quality.

Figure 6. Histogram on the User Satisfaction



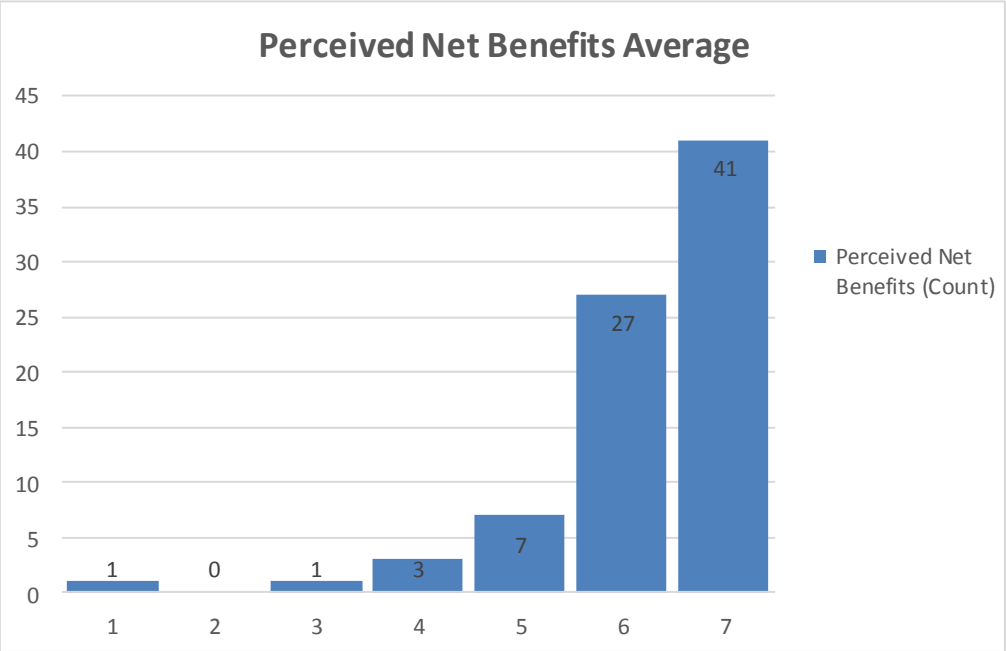
The above chart (figure 6) displays the average responses of the user satisfaction. Based on the graph, you can see that majority of the responses are between 5 and 7 which is great. Most results are above the normal frequency distribution, which ranges from 5-7. This means that most of the students are satisfied with usage of Moodle.

Figure 7. Histogram on the Use



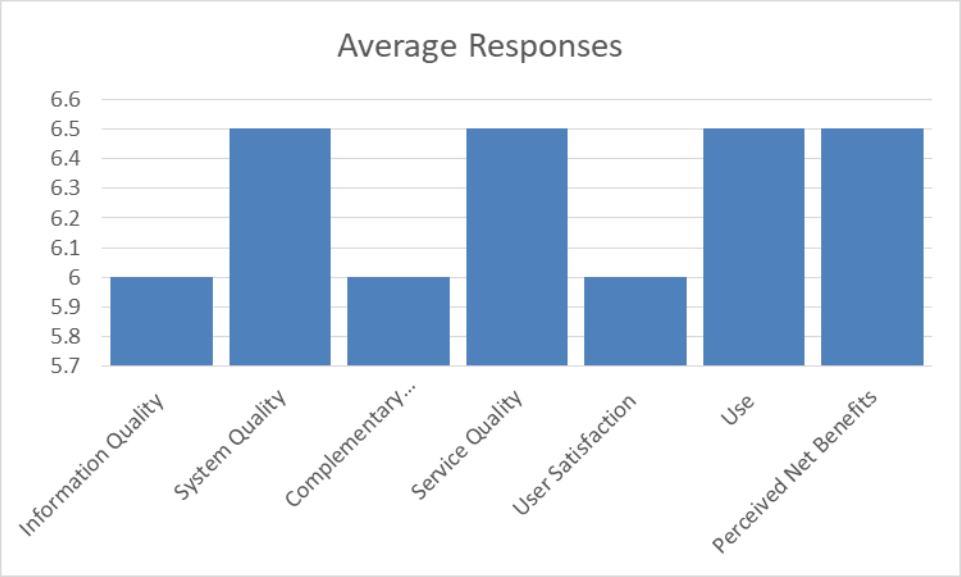
The above chart (figure 7) displays the average use. Based on the graph, you can see that majority of the responses are between 6 and 7 which is great. Most results are above the normal frequency distribution, which is ranged from 5-7. This means that most of the students are using Moodle and just a few are not using Moodle.

Figure 8. Histogram on the Net Benefits



The above chart (figure 8) displays the average perceived net benefits. Based on the graph, you can see that majority of the responses are between 6 and 7 which is great. Most results are above the normal frequency distribution, which is ranged from 5-7. This means that most of the students contented with Moodle and find it to be very beneficial to them.

Figure 9. Histogram on all Responses



The above chart (figure 9) shows the Average Response on all 7 constructs by students. All Constructs had an equal score of 6 and above meaning that it is above normal. This shows that all students at the Sacred Heart High School are very satisfied with Moodle and have little problem with the usage, quality and service provided.

Discussion

A study for evaluating the success of Moodle information system in Sacred Heart College was conducted, focusing in measuring the success of the system. This was done using the Delone and McLaren model which is based in six constructs. An additional construct was added in order to assess the overall system success in a developing country.

Looking at the data analysis and the different tables constructed, it was observed that for the all the constructs there was a positive result. For the first construct being quality of information, it can be seen that the majority of respondents rated the system to be between 4-7 on the construct. Also note that their 25 and 28 participants rating at 6 and 7 respectively. It can be deduced that the system is providing quality of information to the institution and their users.

For the constructs, being system quality, similar results can be observed. With ratings of 5, 6 and 7 being chosen by the majority of participants, 11, 27, and 37 participants respectively. Complementary technology quality had maximum rating of 6 and 7. Service quality also had tremendous positive results of 6 and 7, with 40 participants rating the system at 7 for the respective construct.

The system had the construct of user satisfaction being highly rated between 5-7 and 36 participants ratings were of 7. This was interpreted as being very satisfied with the Moodle system. For the construct of use, the system had obtained majority ratings of 5, 6 and 7 from the participants, which meant that users are frequently using the system. Lastly for perceived net benefits also had majority ratings of 6 and 7.

The data from the participants showed a tremendous positive result in all seven constructs. The results only mean that users are very satisfied with the system and that the information system has had a very good acceptance from the institutions and its users. It can also be stated that currently the system needs little or no improvements. There was also a minimal amount of low ratings for the system, but it can be assumed that the low ratings come from users who do not use often the system, or because of acceptance of the system to certain users.

Conclusion

The basic research carried out provided a format for understanding Moodle's effectiveness. It discovered the effect of the Moodle qualities on User Satisfaction, Use and Perceived Net Benefits. The information is beneficial for future research and for Sacred Heart's Staff and I.T technicians to improve the system. The Delone and McLean information system is a model used to measure the effectiveness and benefits of information systems. The model consists of six constructs that evaluate the information system. They consist of the Information Quality, System Quality, Service Quality, User Satisfaction, Use and Perceived Net benefits. Nonetheless, since the high school does not have much time operating with the information system, one construct was added which is the Complementary Technology Quality. To legitimately, evaluate the effectiveness of the information system it was necessary to add this variable.

Our research showed positive results demonstrating high satisfaction towards Moodle from the students of Sacred Heart College. The overall rates provided by the students on the constructs were all close to a rate of six (6) and seven (7) which indicate that they agree that Moodle is effective. The only construct that received the lowest rates were Information Quality, Complementary Technology Quality and User Satisfaction. These results could be due to the lack of not updating information on the system; there are not enough computers at school for students to have access or a limited number of computers actually working. However, the Net Perceived Benefits, which was essential for the effectiveness of the information system turned out to have a high average, which meant that there was a great satisfaction of the information system model. In conclusion, Moodle highly benefits the students of the Sacred Heart College.

Limitation

Although the research turned out to be successful, there were turnouts along the way. The researchers faced issues along the way such as having a limited or short time to complete the project. The method of research was somewhat intense and time consuming. Not having use the SPSS program, since none of the researchers were familiar with the program too well and it required a lot of time and professionalism. To add on, the sample size of having only 80 students represent the entire high school may not clearly represent the entire population perspective on the information system. Another limitation is that even though the platform is available not all subject teachers are fami9lair with it so, they miss out on other elements that they can utilize for students to use.

Recommendation

Sacred Heart College should allow their students to learn how to use the system at the beginning of their first school year. This is so, to let them be able to use it for their four years of high school and enhance their learning when it comes to information systems. Additionally, it would be a great idea to use this research paper for research about the system.

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Appendix A

Questionnaire – "Effects of Moodle System" (Sacred Heart High School Users)

Purpose

This questionnaire asks for information about the experience with Sacred Heart's Moodle System and how effective it is to its users. We would like to measure the use of the service and how effective and efficient it has been to customers in completing their school work and its effects on the organization's performance.

Please answer the questions in relation to your personal experience. Your individual responses to the questionnaire will be strictly confidential.

Instructions

This is a survey, not a test; there is no right or wrong answers. Please tick the boxes to mark your answers.

1. Background Information	**Answers:**
Please indicate your gender:	Male ☐ Female ☐
Please indicate your age:	<12 ☐ 13-14 ☐ 14-15 ☐ 16-17 ☐ >18 ☐
Please indicate highest education level attained:	1st Form ☐ 2nd Form ☐ 3rd Form ☐ 4th From☐

Indicate your agreements with each statement by rating it from (1) strongly disagree to (7) strongly agree.

2. Information Quality	**Disagree ----------Agree**
IQ1: The Moodle system provides the information you need.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
IQ2: Is it easy to access information.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
IQ3: Does it provide the information you need at the right time.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
IQ4: Is the information reliable.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
IQ5: Does the Moodle system provide information that is easy to understand.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
IQ6: Does the Moodle system provide up-to-date information.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
3. System Quality	**Disagree ----------Agree**

SQ1: Is it easy to access from home.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
SQ2: Is the Moodle system user-friendly.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
SQ3: Is it fast and reliable.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
4. Complementary Technology Quality	**Disagree ----------Agree**
CTQ1: The computer (desktop, laptop) you normally use to access the Moodle system at school is adequate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
5. Service Quality	**Disagree ----------Agree**
SV1: The staff keeps the Moodle system software up to date.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
SV2: When users have a problem Sacred Heart's Mood system support staff show a sincere interest in solving it.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
SV3: Sacred Heart's Moodle system support staff respond promptly when users have a problem	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
6. User Satisfaction	**Disagree ----------Agree**
US1: You have a positive attitude towards Sacred heart's Moodle system.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
US2: You think that the Moodle system is useful.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
US3: The Moodle system is well structured and easy to navigate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
US4: You are satisfied with the Moodle system.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
7. Use	**Never ----------Often**
U1: Your frequency of use of the Moodle system is high.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
U2: It is helpful to download or read what my lecturers send to me in relation to notes or assignments	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
U3: You were able to complete a task using the Moodle system even when there was no one around to tell you what to do.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
U4: You have the knowledge necessary to use the Moodle system.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
8. Perceived Net Benefits	**Never ----------Often**
NB1: Sacred Heart's Moodle system helps you improve academically	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
NB2: Sacred Heart's Moodle system helps you participate in discussions forums, watch or listen to video files and participate in online chats.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

NB3: Sacred Heart's Moodle system helps you achieve communicate with teachers or tutors.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
NB4: Using Sacred Heart Moodle system improved my typing skills.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
NB5: Overall, using Sacred heart's Moodle system enhances your productivity.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Please return this survey to the person who gave you the form.

Thank you for your participation.