Task Technology Fit - Lecturers Perceptions of Learning Management Systems

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Abstract

Learning Management System (LMS) platforms have shifted the way educators around the world are educating their students especially during this COVID-19 pandemic. Gone are the days of sitting in a classroom and taking notes, completing assessments or submitting assignments. In these modern times a student can simply log into a LMS program and have all their course materials available at their convenience. A factor of task-technology fits is that it has a great influence on both the information system and their impact on performances. The research will attempt to address how task-technology fit impacts educational performance using LMS Microsoft Teams and how it affects the lecturers of Nazarene Highschool teaching delivery and student learning. The results provide support that most lecturers prefer using the traditional form of teaching (face-to-face) instead of online learning. It indicates that even though the LMS Microsoft Team is very user friendly, easy to use and effective; the disadvantage is that it has a weak impact on the outcomes of student performance.

Keywords: Information System, Microsoft Teams, LMS, Learning Management System.

Introduction

Due to the pandemic the world is going through, most schools at all levels are forced to do online classes using different platforms in learning and producing the information to its students. The evolution of technology has affected various aspects of our society, from the manufacturing industry, technological devices to the educational system. The advancement of technology has allowed for innovation in learning through open learning source platforms such as Microsoft Teams. Microsoft Teams is a LMS platform that provides teachers with chat, video, upload assignment and test/quizzes. The adoption of the Learning Management system in Information technology is one of the most significant developments in many universities in the past years on its usage to support the learning and teaching process (Coates, James, & Baldwin, 2005).

Most higher education institutions use LMS in some way or another. In the UK alone 95 % of the higher institutions used LMS in 2005 (Browne,Jenkins, & Walker, 2006). Nazarene High School facilitates the Microsoft teams which allows them to do their daily teaching and enhance learning to their best ability. In many cases research is done on the focus on technology on LMS or and is limited to the adoption of its teaching or learning rather than the context of learning (Alavi & Leidner, 2001; Wang,

Wang, & Shee, 2007). Presently there is limited analysis of the impact of LMS on its teaching or learning (Coates et al., 2005).

LMS research is needed for us to understand what is the impact of LMS and also to take advantage of what it can offer to us to make learning better. Not only research on investigating the factors that influence the usage of LMS but it is also required that research needed on the factors that influence the impacts of LMs on its students' learning. One of the factors of LMS is the task-technology fit, both the Information systems and their impact on performance has shown that it is an influence of task-technology fit (Goodhue &Thompson, 1995).   The article researches the role of task-technology fit in the success of LMS, and it address how students' performance impacts by the influences of task-technology

Literature Review

Microsoft reports that more than 230,000 educational institutions are now using Teams for remote or hybrid learning in the wake of the Covid-19 pandemic. One of the strongest features Microsoft Teams offers for distance learning purposes is the ability to tie in multiple other tools and serve as a center for both content and collaboration. (Vyopta, 2020) has also stated that "There are services within Microsoft Teams that enable teachers to not only collaborate across classrooms, which we're seeing in the distance learning context that you remain as the home room teacher but you're also working with other teachers who are collaborating and working in different locations.

Microsoft Teams provides all that the modern workforce requires, such as a unified conversation platform where team members can have an open chat, voice, and video calls with optimal call quality and collaboration through content sharing. Teams is a single product that also offers a complete meeting solution, supporting sharing, voice, and video conferencing, allowing users to meet from anywhere. Users can use Teams for all types of meetings—spontaneous or scheduled, formal or informal—with internal and external participants. (Berkeley, 2020)

In 2020, Nazarene High School implemented the LMS Microsoft Teams; with technology, Nazarene introduced blended and virtual classrooms to assist both lecturers and students with the delivery of teaching materials. As per the principal of Nazarene High School stated that currently an estimated 90% of courses administered at Nazarene are utilizing Microsoft Teams EMail Communication. Nazarene High School currently uses both the configured and external functions of Microsoft Teams.
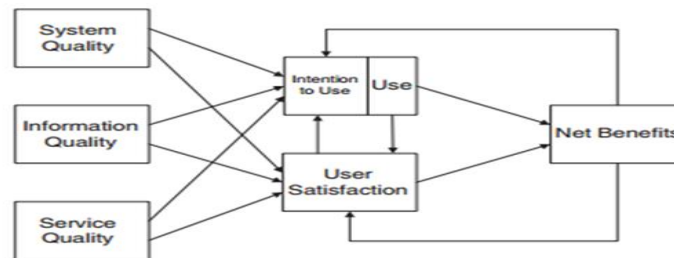
The Configured functions primarily utilize are assignments, tests, quizzes and forums. While the external function utilized is the blogs and course surveys. Since the implementation of Microsoft Teams at Nazarene High School, limited research exists that tests its success. However, data does exist on Microsoft Teams success at Nazarene High School, and this research will both utilize qualitative and quantitative methods. This research will further test and analyze the success of Microsoft Teams Within Nazarene High School, since this is a Secondary school the main user of Microsoft Teams we will be focusing on are the lecture's perspective.

 Traditional classroom methods of course delivery have been significantly transformed by the integration of e-learning technologies into course offerings (Bottino and Robotti 2007; Stokes 1999; Sutherland et al. 2004). Learning Management Systems (LMSs) are defined as online learning technologies for the creation, management and delivery of course material (Sabharwal et al. 2018; Turnbull, Chugh, and Luck 2019). In today's ubiquitous digital environment, LMSs play an important role in enhancing and facilitating teaching and learning. LMSs not only enable the delivery of instructions and electronic resources to improve and augment student learning in a collaborative environment, but also allow instructors to focus on designing meaningful pedagogical activities (Kattoua, Al-Lozi, and Alrowwad 2016).

Data quality seeks to test the quality of information, which is stored, produced, and delivered using the LMS (Microsoft Teams). The system quality seeks to evaluate the quality of the overall system. System Quality has both negative and positive impacts on the overall delivery of the LMS. While service quality is both

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

related to user satisfaction and the overall net benefits. Poor system quality can negatively affect a LMS and cause poor delivery of information. System usage is also related to information, system, and service quality. The construct of user satisfaction is directly related to system usage and the overall net benefits. Finally, net benefits directly evaluate how the end users perceived the benefits gained from using the LMS. Surjadjaja et al. believes that LMS are customized specifically to meet end user's needs (2003). While Santos believes that service, quality is the primary determinant of a successful LMS (2003).

Methodology

Introduction

In this section will cover the research design, sample size of the population, instrument used to conduct the research and the procedures that were taken. A total of 30 questionnaires will be distributed to the lecturers of Nazarene Highschool in which both qualitative and quantitative data will be collected from the sample size. It is intended to receive a minimum of 15 (half) completed questionnaires to gather information.

Research Design

There are two major types of research methods that can be used to collect data which are qualitative and quantitative research. It is being said that qualitative methods are the engine behind evidence-based knowledge. (Barbara Wilson, 2020) According to Ashley Crossman Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. (Crossman, 2020) While a Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. (Labaree, 2009)

The aim of the research was to address how task technology impacts performance of the Learning Management System Microsoft Teams and the effects it has on teacher's delivery and student learning. A learning management system (LMS)'s purpose is to empower Learning and Development (L&D) departments with training and development for their learners, so they can continue a company's growth, success, and ultimately drive revenue. (Mardinger, 2021) The researchers utilized information from past literature work that had significant information on LMS Microsoft Teams. A platform to chat, collaborate and call, Microsoft Teams is a powerful and complex communications tool. (Stoltenberg, 2020)

A basic research aims to develop knowledge, theories, and predictions whilst applied research aims to develop techniques, product and procedures. Therefore, a basic research was utilized with a questionnaire to develop knowledge on the platform the teachers of Nazarene High School are currently using. The Questionnaire can be viewed in the Appendix section of this research.

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Participants

The sample size for this research was 30 lecturers of Nazarene High School which is located in Belize City. Due to the Covid-19 regulations the researchers had to distribute their questionnaires via email to the 30 lecturers hoping that all questionnaires would have been completed. The researchers were able to receive 16 responses from the sample size.

Instrument

This research used both qualitative and quantitative methods through questionnaires. Information was gathered based on the structure of the questionnaire which entailed close-ended questions designed to indicate the level of disagreeable to strongly agreeable, the form the teacher belongs to and more information about the online platform that is being used. The responses were then analyzed and showcased using Tables, Charts, Diagram and a brief description of each.

Research Procedure

The steps taken to obtain data:

1.   The researchers obtained information by using Google Scholar to explore any relevant data pertaining to LMS Microsoft Teams.

2.   The researchers were also able to gather information from google and other websites that had relevant information about LMS Microsoft Teams.

3.   The researchers were tasked to distribute the 30 questionnaires to the 30 Lecturers of Nazarene High school via email due to the Covid-19 regulations and the unprecedented times. The researchers were able to get 16 responses out of the 30 questionnaires distributed.

4.   All responses were reviewed and analyzed which assisted the researchers in elaborating in the data analysis of this research. Tables, charts and diagrams were created to make the information readable and understandable.

Data Analysis & Discussion

Table 1: End Users responses characteristic.

Characteristics:	Quantity	Percentage
Gender:		
Male	7	43.8%
Female	9	56.3 %
Age:		
From 20-30	3	18.8%
From 31 to 40	10	62.5%
41 to50	1	6.3%
51-60	2	18.8%
Education:		
1 st Year	6	40.%
2 nd Year	2	13.3%
3 rd Year	3	20.%
4 th Year	4	26.7%
Highest degree attained:		
Associates	1	6.7%
Bachelor's	13	86.7%
Masters	–	–
PHD	1	6.7%

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Table 1: Demographic Breakdown

The above table shows the seven constructs that represent the IS model of success generated by the questionnaire. It was administered to a sample size of 30Leturers at Nazarene High School of which 16 responses were given.

The research was conducted using a questionnaire. The questionnaire consisted of a series of questions which highlighted the Learning Management System used and the overall effectiveness of it once used in the online classroom. A number of 30 questionnaires were distributed with hope of collecting 25 responses. We, however, were able to obtain 16 responses. The graphs below present the information that was collected.
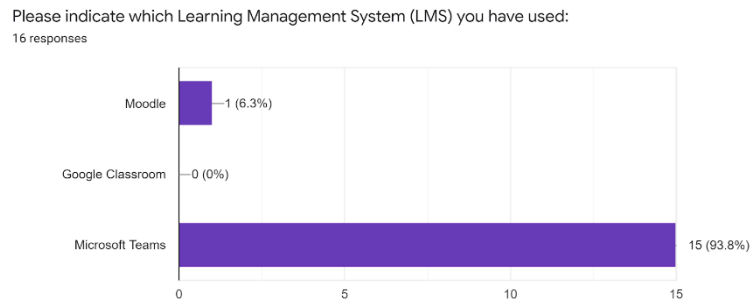
Please indicate which Learning Management System (LMS) you have used:
16 responses

Moodle	1 (6.3%)
Google Classroom	0 (0%)
Microsoft Teams	15 (93.8%)

Figure1: LMS Platform Used

The first section of the questionnaire was aimed at determining which Learning Management System was used by the teachers in the Microsoft Teams. As indicated in graph above 1 teacher used Moodle whilst 15 teachers indicated that they used Microsoft teams and no teacher used Google Classroom. The percentage shows that the majority (93.8%) of the teachers prefer to use Microsoft teams as opposed to Moodle and Google Classroom.
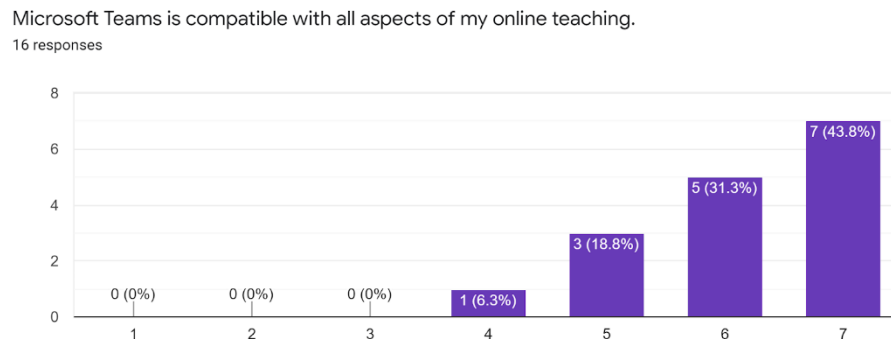
Microsoft Teams is compatible with all aspects of my online teaching.
16 responses

1	2	3	4	5	6	7
0 (0%)	0 (0%)	0 (0%)	1 (6.3%)	3 (18.8%)	5 (31.3%)	7 (43.8%)

Figure 2: Compatibility

The second section of the questionnaire was aimed at determining the compatibility of Microsoft Teams when incorporated with online teaching. Of the 16 teachers surveyed, 7 of them selected number 7

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

indicating that they strongly agree. 5 teachers selected number 6 indicating that they agreed, 3 teachers selected number indicating that they somewhat agree and one 1 teacher selected 4 indicating that they do not agree. Majority of the teachers (43.8%) indicated that they strong agreed with Microsoft Teams being compatible with all aspects of online learning
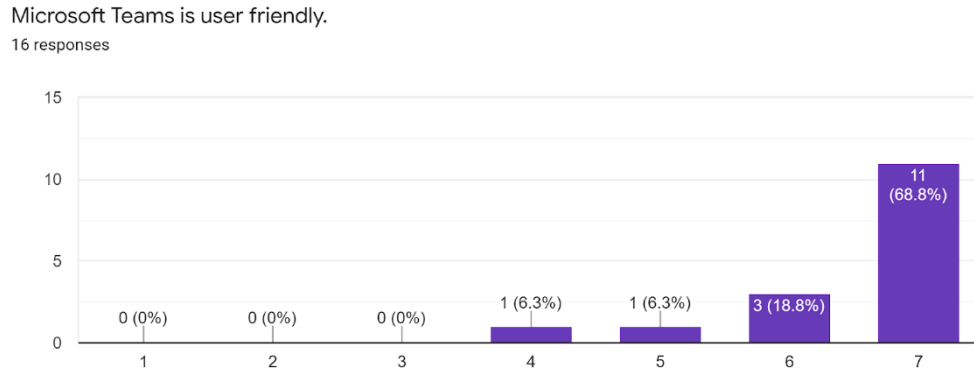
Microsoft Teams is user friendly.
16 responses

Figure 3: User Friendliness

The third section of the questionnaire was aimed at determining whether Microsoft Team is user friendly. Of the 16 teachers surveyed, 11 teachers selected number 7 indicating that it is very user friendly. 3 teachers selected number indicating that it is user friendly, 1 teacher selected number 5 indicating that it is somewhat user friendly and 1 teacher selected number 4 indicating that it is not user friendly. Majority of the teachers (68.8%) believe that the Microsoft team is user friendly.
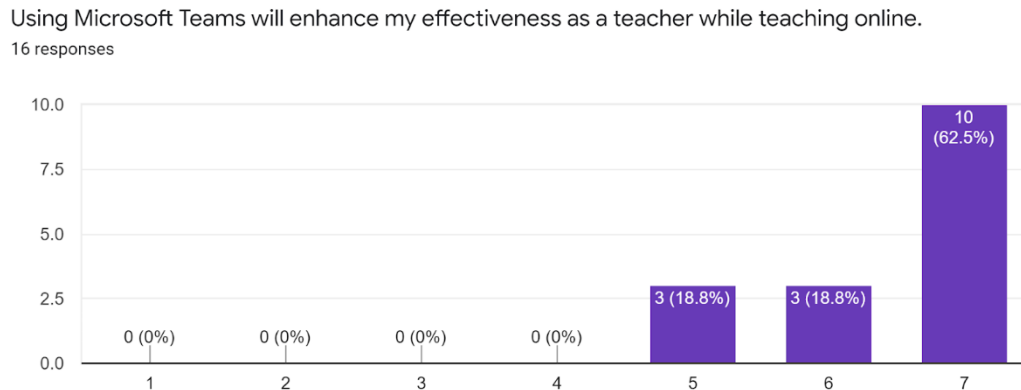
Using Microsoft Teams will enhance my effectiveness as a teacher while teaching online.
16 responses

Figure 4: Effectiveness

The fourth section of the questionnaire was aimed at determining the effectiveness of Microsoft Teams. Of the 16 teachers surveyed, 10 teachers selected number 7 indicating that Microsoft Teams is very effective. 3 teachers selected number 6 indicated that it is effective and 3 teachers selected number 5 indicating that it is somewhat effective. Majority of the teachers (62.5%) agreed that Microsoft Teams will enhance their effectiveness.

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Using Microsoft Teams will improve the quality of my online teaching.
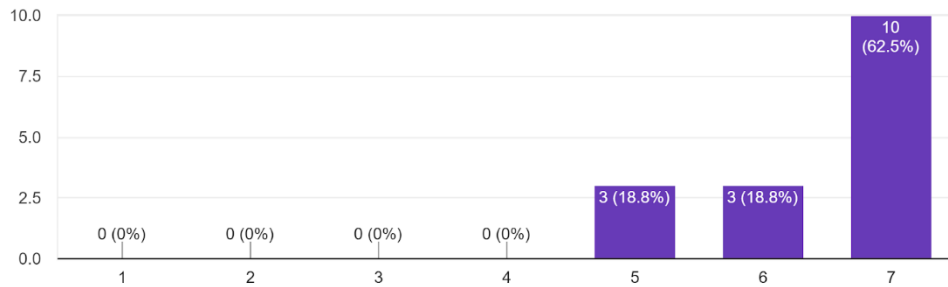16 responses

Figure 5: Service Quality

The fifth section of the questionnaire was aimed at determining if Microsoft Teams will improve the quality of online teaching. Of the 16 teachers surveyed, 10 teachers selected number 7 indicating that it will definitely improve the quality of online teaching. 3 teachers selected number 6 indicated that it will improve the quality and 3 teachers selected number 5 indicated that it will somewhat improve it. Majority of the teachers (62.5%) indicated that Microsoft Teams will improve the quality of their online teaching.

I teach better online with Microsoft Teams than without it.
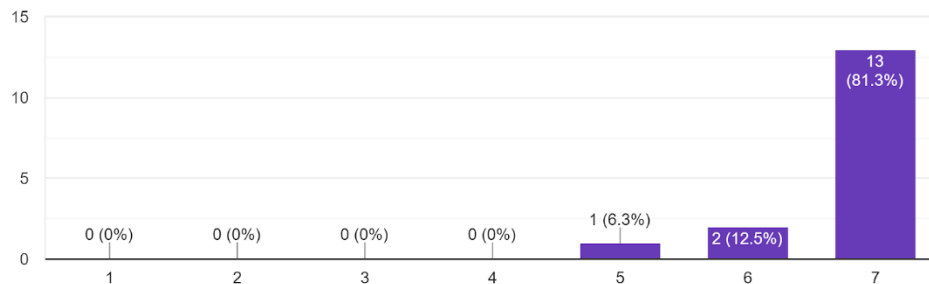16 responses

Figure 6: User Satisfaction

The sixth section of the questionnaire was aimed at determining if the teachers can conduct online learning without Microsoft Teams. Of the 16 teachers surveyed, 13 teachers selected number 7 indicated that they teach better with Microsoft Teams. 2 teachers selected number 6 indicating that they somewhat teach better with it and 1 teacher selected number 5 indicating that they do not teach better with Microsoft Teams.

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Overall, I think that Microsoft Teams will be useful in my ability to teach online.
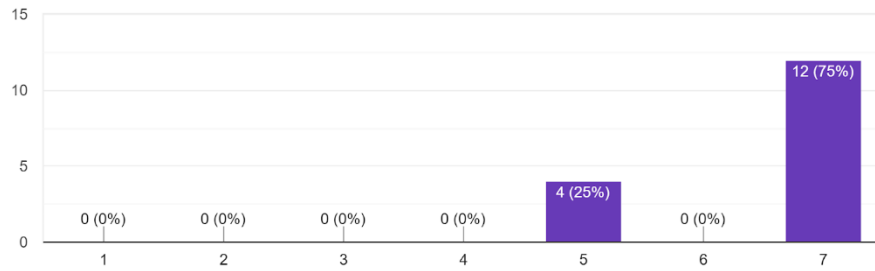16 responses

Figure 7: Usefulness

The seventh section of the questionnaire was aimed at determining the usefulness of Microsoft Teams. 12 of the 16 teachers surveyed selected number 7 indicating that it is very useful in online teaching. The remaining 4 teachers selected number 5 indicating that it was somewhat useful. Overall, the majority (75%) of the teachers agreed that Microsoft Teams will be useful in their ability to teach online.

I plan to continue using Microsoft Teams to enhance my teaching after we return to face to face teaching.
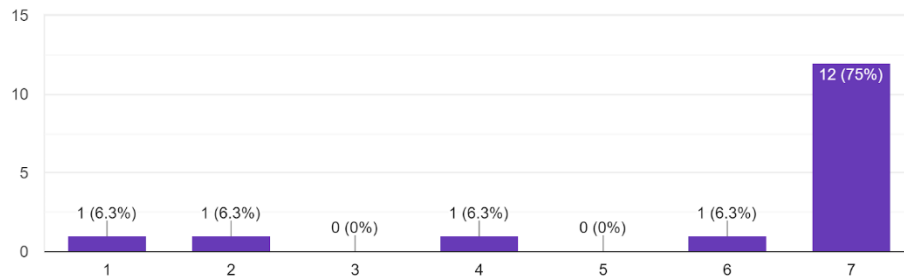16 responses

Figure 8: Continuation of Usage

The eight section of the questionnaire was aimed at determining whether teachers will continue the use of Microsoft Teams after they return to face to face teaching. Of the 16 teachers surveyed, 12 teachers selected the number 7 indicating that they will definitely continue to use Microsoft Teams. 1 teacher selected number 6, 1 teacher selected number 4, 1 teacher selected 2 indicating that they will not continue the use of Microsoft teams and 1 teacher selected number 1 indicating that they will definitely not be continuing the use of Microsoft Teams. Overall, Majority (75%) of the teachers indicated that they will continue to use Microsoft Teams after they return to face to face teaching.

Discussion

This study was based on the lecturer's perceptions on LMS as illustrated by the title. It allows for the students of UB to conduct research in different secondary and tertiary schools countrywide and gain a better understanding of what LMS is used by the teachers and what is their perception of it. With the educational system changing from face to face to online learning, we believe that these research help to

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

aid in finding what are to more user friendly and effective online learning platforms to incorporate into the virtual classroom.

The data collected from the teachers of Nazarene High school indicates that the use of Microsoft Teams has been effective and successful for the majority of them. It is safe to say that between 62.5-75% of the teachers prefer to use this platform as opposed to another. It could be as a result of them not being exposed to any other LMS or simply because Microsoft Teams gets the job done.

In addition, teachers are able to complete online classes, submit and receive assignments and can still communicate visually with students. The majority believe it to be easy to use, user friendly, effective, of good service quality and more. Overall, the teachers' perspective is that they are satisfied with the platform. The average response while analyzing the data was between 6-7 which was great feedback. Minor responses were between 1-4 which means that the teachers are finding the platform acceptable and beneficial to them. The information gathered can also be used to introduce a new LMS that can now be incorporated into UB's learning management as we have seen it work for another educational institution.

Conclusions

Learning management system is widely used by most secondary schools and tertiary institutions.   The LMS platform used by Nazarene High School is Microsoft Teams which is user friendly and has a lot of features. Out of 30 teachers as the population, only 16 responded. A survey was conducted via email thus completing our objective on how LMS impacts the teachers and learning perceptions. At the end of our research we can conclude that Microsoft Teams is their best option for online teaching at Nazarene High School. Majority of teachers have indicated that online teaching is their best option and would like to continue even so when face-to-face learning starts.

Biography

This research shows that most of the respondents have a bachelor degree and are in their middle age. Microsoft Teams have been used by 62.5 to 75 % of its teachers with satisfaction.

Teaching Preference

Most of the respondent's state that the impact on teaching was neutral and some even say that they will want to continue teaching online if the school permits after the pandemic is over.

Prior Learning Management System use

Prior to this Pandemic teacher were not using LMS for teaching. Majority of the respondents indicated that this was their second semester using the Microsoft teams to do their teaching. 75% of the respondents would like to continue using LMS to enhance their teaching.

Task-technology fit

Microsoft Teams is a friendly user LMS platform and is compatible with many windows.

Expected consequence of LMS use and Perceived impact on teaching

75 % of the respondents mentioned that using LMS enhances their teaching and learning and will help them along the way. Using LMS Platform has made a significant positive impact on the way they teach.

Most teachers would like to continue using their LMS if they are permitted to.

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Limitations

1. Lack of access to available data both local and international, as we are currently going through the pandemic.
2. Time because being a full time student and employee, researchers had other commitments and responsibilities to fulfill.
3. In addition to the availability of teachers to complete the questionnaire, most of the teachers were too busy to complete it.

Recommendation

Teachers should be allowed to use any platform of LMS to teach their students.

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Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Appendix

Task Technology Fit - NHS Lecturers

MIS Research - Task Technology Fit - Lecturers Perceptions of Learning Management Systems

Biography

Nazarene High School

Is a secondary education institution that offers education to their best of their ability

Nazarene High School

Please answer all questions.

Your responses will be confidential.

Thanks you

1. Please indicate your gender:

Female _____

Male _____

Prefer not to say _____

2. Please indicate your age range:

20-30 ___

31-40 ___

41-50 ___

 51-60 ___

>60___

3. Please indicate your highest degree attained:

Associates

Bachelor's

Masters

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

PhD

MD

Other:

4. **Please indicate the faculty you teach in:**

First Form _____

Second Form _____

Third Form _____

Forth Form _____

5. **Please indicate which Learning Management System (LMS) you have used:**

  Moodle _____

Google Classroom _____

Microsoft Teams _____

Other: _____

Teaching Preferences_____

6. **I prefer teaching face to face rather than online**.
Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

7. **I am more effective teaching face to face than online.**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

8. **Students learn more in my face to face classes than online.**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

9. **I would want to teach some online courses after the Nazarene resumes face to face teaching.**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

10. **I would want to teach all my courses online after the Nazarene moves back to face to face teaching.**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

11.**I would not want to teach any online courses after the Nazarene moves back to face to face teaching.**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

12. **Please state the number of semesters you have used Microsoft Team.**
1_____
2_____

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

3_____
4_____
5_____
>6_____

13. I used Microsoft Teams to facilitate teaching face to face classes prior to the University's move to online delivery.
Yes _____
 No _____

14. I have taught classes utilizing an LMS other than Microsoft Teams.

 Yes _____

 No _____

15. How many semesters have you taught using an LMS other than Microsoft Teams

1 _____

2 _____

3 _____

>4 _____

16. I used an LMS other than Microsoft Teams to facilitate teaching face to face classes (prior to online delivery)

Yes _____

No _____

17. I plan to continue using Microsoft Teams to enhance my teaching after we return to face to face teaching.

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

18. I would like to continue using my preferred LMS to enhance my teaching after we return to face to face teaching.

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

19. Microsoft Teams fits well with the way I like to teach
Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

20. Microsoft Teams is compatible with all aspects of my online teaching

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7
21. Microsoft Teams is easy to use.

 Strongly Disagree 1 2 3 4 5 6 7
 Strongly Agree 1 2 3 4 5 6 7

22. Microsoft Teams is user friendly.

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

23. It is easy to get Microsoft Teams to do what I want it to do.

 Strongly Disagree 1 2 3 4 5 6 7
 Strongly Agree 1 2 3 4 5 6 7

Task Technology Fit - Lecturers Perceptions of Learning Management Systems

24. **Microsoft Teams is easy to learn.**

Strongly Disagree 1 2 3 4 5 6 7
 Strongly Agree 1 2 3 4 5 6 7

25. **It is easy for me to become more skillful at using Microsoft**

  Strongly Disagree 1 2 3 4 5 6 7
  Strongly Agree 1 2 3 4 5 6 7

26. **New features of Microsoft Teams are easy to learn.**

  Strongly Disagree 1 2 3 4 5 6 7
  Strongly Agree 1 2 3 4 5 6 7

27. **Do you think the output from Microsoft Teams to the students is presented in a useful format?**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

28. **Can you provide accurate information to your students with Microsoft Teams?**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

29. **Can you provide up-to-date information to your students with Microsoft Teams?**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7
30**. Can you provide information students need in time using Microsoft Teams?**

Strongly Disagree 1 2 3 4 5 6 7
Strongly Agree 1 2 3 4 5 6 7

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