

An Evaluation of Task Fit Technology and LMS on students at the University of Belize

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Abstract

A Management Information System (MIS) is a systematic organization and presentation of information that is generally required by the management of an organization for making better decisions for the organization. MIS data may be derived from various units of the organization or other sources. MIS can be perceived differently by each organization based on its uses and needs that the organization carries. Hence, both the data and structure of MIS are dependent on the type of organization and it is most often customized to the specific requirement of management. Management Information System is important in the organization's success. The Management Information System in every organization is reflective of the plan and vision of the organization. Developments in information technologies have been impacting educational organizations and the need for information technologies has seen a rapid rise in the recent years. Heads of schools have been using management information systems to improve the efficiency of administrative services and the education service they provide to their customers: the students. Universities have been competitively evolving in technological uses as this affects greatly the number of applications per year that are submitted. This research aims to see how the students at the University of Belize have adapted to the Information System learning, how they feel about it, and how this type of learning impacts the students perceived learning and performance.

Keywords: Task Fit Technology (TTF), Management Information Systems (MIS), Learning Management Systems (LMS), students

Introduction

“Management Information Systems (MIS) is the study of people, technology, organizations, and the relationships among them.” (“What is MIS?: Management Information Systems: Department of Information and Operations Management”, 2020) MIS experts assist businesses in getting the most out of their investments in people, facilities, and company processes. MIS is a people-oriented field that emphasizes technology-assisted operation. Companies use information systems to collect, manage, and store information at all stages of their operations. Management compiles and distributes this information that is used daily for operational needs within the organization. The greatest risk that a company can take in this unpredictable time, and rapid technological advances, is to be oblivious to change. Many important influences, such as continuous advances in communication technology, information sharing, rising societal demands, and current management standards and implementations, force companies all over the world to create new solutions in order to survive. “Because of their priority in modern societies, information technologies have reached a state of high priority in education, too.” (Demir et al., 2006) Due to COVID-19, schools were hurdled to full online classes by utilizing different online platforms that are able to facilitate students and lecturers with schooling while at home. This mode of teaching online through technology has rapidly popularized in developed countries and universities globally, but many prefer the normal way of face-to-face teaching and learning. In this research conducted on the University of Belize, it will analyse the efficiency and satisfaction of students and the various online learning platforms used by the University of Belize. This research is to determine the different types of Learning Management Systems (LMS) at the University of Belize (UB). The importance of this research is to determine how LMS is used in the classrooms and how satisfied students are in utilizing these LMS. The purpose of this study is to determine how many students at the university have used different LMS and the learning satisfaction that students have experienced with this new adaptation to online distance learning.

Literature Review

Initial e-learning research was largely composed of explanations of LMS implementations. Assessments of the results of using e-learning contexts, often in combination with a reference to the outcomes of conventional face-to-face training, were sometimes added to these definitions. This study looked at a number of results in various e-learning settings. Zhang, Zhao, Zhou, and Nunamaker (2004) found that e-learning students had better academic results, and Chou and Liu (2005) found that students who used their e-learning environment had better learning success and satisfaction. In contrast, in the framework of basic IT skills instruction, Piccoli, Ahmad, and Ives (2001) compared education in an LMS setting to education from face-to-face teaching. Although there were no major gaps in success between students in the two settings, the e-learning students had higher machine self-efficacy and were less content with the learning process, according to the researchers. The fact that these experiments produced such a diverse range of findings shows that not only the LMS, but also the larger framework in which e-learning takes place, is a key factor in e-learning progress.

The implementation and continued use of LMSs by students has been another significant subject of LMS study. Lecturer mentality, lecturer preferred teaching, student enthusiasm, student practical competency, student–student engagement, easy access to technology, infrastructure usability, and institutional support were described by Selim (2007) as eight crucial success factors for e-learning adoption as viewed by students. LMS use has also been explained using Oliver's (1980) expectation confirmation theory. Hayashi, Chen, Ryan, and Wu (2004) found that a student's perceived functionality and gratification both affected continued use of an LMS, that perceived functionality influenced gratification, and that both perceived functionality and gratification were positively correlated with affirmation of system goals. Technology adoption (TAM) (Davis, Bagozzi, & Warshaw, 1989), and expectation confirmation theory were merged by Roca, Chiu, and Martnez (2006). They found that, like Hayashi et al., students' intent to continue is affected by gratification, which is influenced by perceived functionality and validation.

While LMSs have mechanisms that may be used to promote cooperative learning, cooperative learning analysts claim that learning outcomes from online cooperative learning cannot be applied to circumstances where e-learning is used for material distribution or even to help unguided students' engagement (Lipponen, Hakkarainen, & Paavola, 2004; Rudestam & Schoenholtz-Read, 2002). Cooperative learning does not prove to be a pleasant experience for all students. Hornik, Johnson, and Wu (2007) found that when a student's desired learning style and the approach applied in an LMS differed, the learner engaged less in online conversation, was less pleased with the course, and their success suffered. As a result, LMS analysis is distinguished by a broad range of experiments performed in a variety of settings on a variety of outcome factors using a variation of explanatory variables and models.

It could be helpful to carry out research within the scope of models which have shown potential in forecasting information system performance to obtain a better understanding of the variables that affect learning outcomes in an LMS setting. Goodhue and Thompson introduced the task-technology fit (TTF) theory in 1995. According to the theory, IT is most likely to improve human success and be used if the features complement the activities that the user would do. (Goodhue and Thompson, 1995) When it comes to student use of a learning management system (LMS), task-technology fit applies to the LMS' capacity to assist students in a variety of learning tasks while supporting a wide spectrum of student abilities. Communication with teachers and other students, obtaining instructional resources, and participating in social events such as quizzes are all examples of these activities. Efficiency, locatability, authority, compatibility, ease of use/training, output punctuality, systems reliability, and connection with users are all considerations that Goodhue and Thompson (1995) established as a metric of task-technology fit.

Anticipated effects of usage, disposition toward use, social expectations, habits, and promoting factors all influence task-technology fit, which in turn influences success directly and indirectly. It is also suggested that use has a direct impact on efficiency. The fundamental point is that in order for technology to have a beneficial effect on human success, it must be appropriate for the purposes it is meant to serve and used. Staples and Seddon's (2004) research, which looked at how workers used a library archiving system and how students used spreadsheets and word processing tools, is the most detailed test of the model to date. When it comes to student use of an LMS, task-technology fit applies to the LMS' capacity to assist students with a variety of learning tasks while supporting a wide spectrum of students' abilities. Communication with teachers and other students, obtaining instructional resources, and participating in social events such as quizzes are all examples of these activities.

All the research found will benefit the researchers in their study as it will help them map out how to analyse their data. It will provide insight on all the research already found, and the limitations found that may or may not affect them.

Methodology

Does consumerization attitude impact the task technology fit of a learning management system?

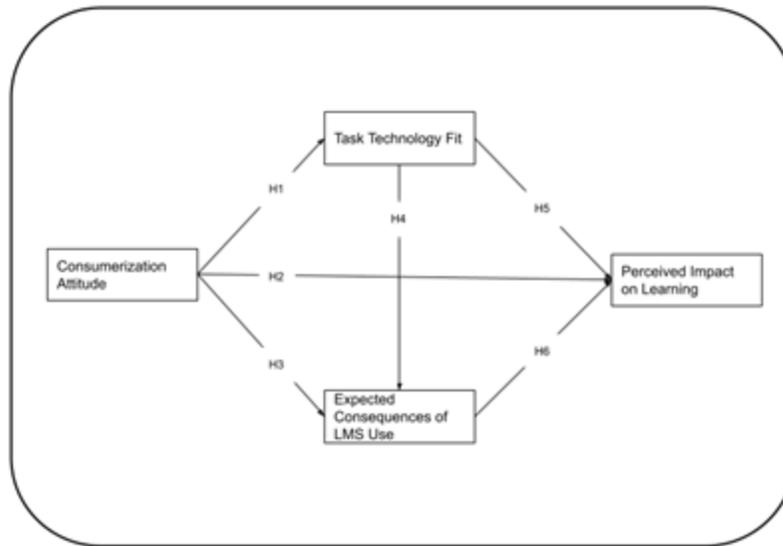


Figure 1: Model establishing Hypothesis on the relationship of the four constructs

Hypothesis statement

H1: Consumerization attitude will negatively influence perceived task-technology fit.

H2: Consumerization attitude will negatively influence perceived impact on learning.

H3: Consumerization attitude will negatively influence the expected consequences of LMS use.

H4: Task-technology fit will have a positive influence on expected consequences of organizational LMS use.

H5: Task-technology fit will have a positive influence on the perceived impact on learning.

H6: Expected consequences of LMS use will positively influence the perceived impact on learning.

Participants

The participants in this study are students from the University of Belize who were using information systems in their studies due to the pandemic.

Procedure

Data collection for the main study was done online. The examination was conducted around mid-way through the semester. Students with various college degrees were the main focus to give an expansive scope of learning management systems at the University of Belize. Students were reached utilizing email and WhatsApp by asking them to part-take in the study by tapping on a link to complete the survey through the web. The questionnaire was voluntary and all responses were anonymous. The poll took roughly 10 minutes to complete. The completion of the poll was great and all reactions mysterious.

Measurement

Task-technology fit (TTF) is the correspondence between task requirements, individual abilities, and the functionality of the Web. We used a questionnaire survey with seven sections to test our theoretical model. Each member of our group had to gather ten participants to partake in the questionnaire. The first section includes demographic questions about the participants, whereas the second section features questions measuring their Learning Preferences. It was measured using a seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree”. The third section measures the student's prior Learning Management System (LMS) use which was measured by using yes and no questions. The seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree” and the number of classes they took in the semester using a 1 to 6 scale. The fourth section measured task–technology fit. It was measured using a seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree”. The five sections measure the Expected consequences of LMS use. It was measured using a seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree”. The six-section measure Perceived Impact on Learning was measured using a seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree”. The seven-section measures Consumerization Attitude. Each questionnaire item corresponding to the constructs was measured using a seven-point Likert scale, anchored on “1 strongly disagree” and “7 strongly agree”.

To finish this research, a questionnaire was set up to gather information from the students from the University of Belize. The organized inquiries were made dependent on the Task Technology fit model used to assess the data information system as of now utilized at the University of Belize The effective measurement items include seven major constructs which are Task Technology Fit (background Information), Learning Preferences, Prior Learning Management System (LMS) Use, Task–technology fit, Expected consequences of LMS use, Perceived Impact On Learning, Consumerization Attitude - Perceived fit

Table 1: Measurement Items for questionnaire

Construct	Survey Questions
Task Technology Fit (background Information)	TTF1 Gender: Male Female TTF2 Age: 16-18, 19-22, 23-25, 26- 30, 31-40, >40 TTF3 Student: Associates Bachelors TTF4Year: 1, 2, 3, 4 TTF5 Faculty: FST, FMSS, FEA, FHS TTF6 I took one or more online classes before the pandemic.

<p>Learning Preferences</p>	<p>LP1 prefer face-to-face classes to online classes</p> <p>LP2 I am a more efficient student in face-to-face classes than in online classes</p> <p>LP3 I learn more in face-to-face classes than in online classes</p> <p>LP4 I would want to take some online courses after the University resumes face-to-face teaching.</p> <p>LP5 I would want to take all my courses online after the University moves back to face-to-face teaching.</p> <p>LP6 I would not want to take any online courses after the University moves back to face-to-face teaching.</p>
<p>Prior Learning Management System (LMS) Use</p>	<p>PLMS1 Number of semesters using Moodle</p> <p>PLMS2 One or more of my teachers used Moodle to teach face to face classes (before online delivery)</p> <p>LPMS3 One or more of my teachers utilized an LMS other than Moodle</p> <p>If YES</p> <p>LPMS4 How many semesters have you attended classes that used an LMS other than Moodle</p> <p>LPMS5 I attended classes that used an LMS other than Moodle in face-to-face classes (before online delivery)</p> <p>LPMS6 It would be beneficial to me to attend courses that use Moodle after the University returns to face-to-face teaching.</p> <p>LPMS7 It would be beneficial to me to attend courses that use an LMS other than Moodle after the University returns to face-to-face teaching.</p>

Task–technology fit

TTF1 Moodle fits well with the way I like to study online.

TTF2 Moodle is compatible with all aspects of my online study.

TTF3 Moodle is easy to use.

TTF4 Moodle is user-friendly.

TTF5 It is easy to get Moodle to do what I want it to do.

TTF6 Moodle is easy to learn.

TTF7 It is easy for me to become more skilful at using Moodle.

TTF8 New features of Moodle are easy to learn.

TTF9 Do you think the output from Moodle is presented in a useful format?

TTF10 Is the information from Moodle accurate?

TTF11 Does Moodle provide you with up-to-date information?

TTF12 Do you get the information you need in time?

TTF13 Does Moodle provide output that seems to be just about exactly what you need?

<p>Expected consequences of LMS use</p>	<p>EC1 Using Moodle for online classes will help me to accomplish my study more quickly.</p> <p>EC2 Using Moodle for online classes will improve my performance in units.</p> <p>EC3 Using Moodle for online classes will increase my productivity.</p> <p>EC4 Using Moodle for online classes will enhance my effectiveness in my program of study.</p> <p>EC5 Using Moodle for online classes will make it easier to complete my learning tasks.</p> <p>EC6 Using Moodle for online classes will give me greater control over my learning tasks.</p> <p>EC7 Overall, I think that Moodle will be useful in my online studies*. Using Moodle will improve the quality of my online learning*</p>
<p>PERCEIVED IMPACT ON LEARNING</p>	<p>PIL1 Moodle has a large positive impact on my effectiveness and productivity as a student in online classes.</p> <p>PIL2 Moodle is an important and valuable aid to me in my online studies.</p> <p>PIL3 I learn better online with Moodle than without it.</p>
<p>Consumerization Attitude - Perceived fit</p>	<p>If my teacher could choose their own Learning Management System...</p> <p>PIF_1 ...it would fit well with learning online.</p> <p>PIF_2 ...it would fit well with helping me to be efficient in learning online.</p> <p>PIF_3 ... it would be compatible with my online learning.</p>

Consumerization Attitude - Expected Performance improvement	<p>If my teacher could choose their own Learning Management System...</p> <p>EPI1: ...my online learning performance would improve.</p> <p>EPI2: ...my online learning productivity would improve.</p> <p>EPI3: ... I would work faster while learning online.</p>
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Table 1 presents the measurement items and their Task–technology is corresponding survey questions based on the four constructs in the Task Technology Fit model

Data Analysis

Results

Task Technology Fit (background Information)

The first section of the survey were questions about the participants background information. Since our sample participants were students at the University of Belize, we asked questions such as the Gender, Age, Degree, Academic Year and Faculty. These background questions are useful as the data can then be further analysed and specialized to a specific target group within our sample. Our analysis however, was an average of all responses gathered from the students.

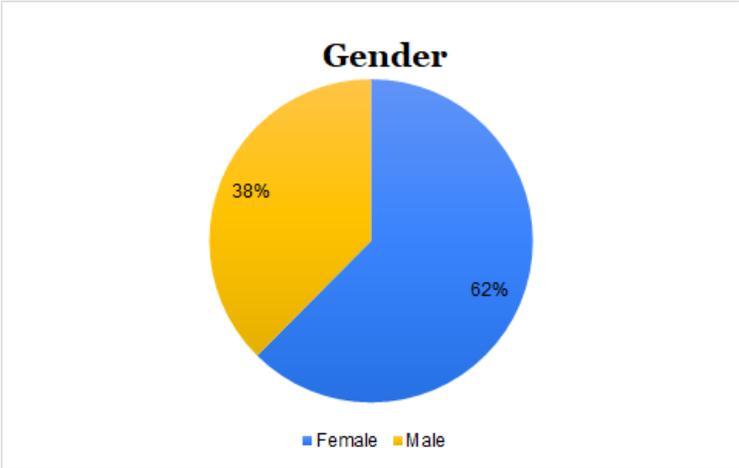


Figure 1: Student’s Gender

From a sample size of 418 majority of the participants in our survey were female (62%) whilst the other half were males (38%). There is a significant gender-gap parity in enrolment ratio of males to females at the University of Belize.

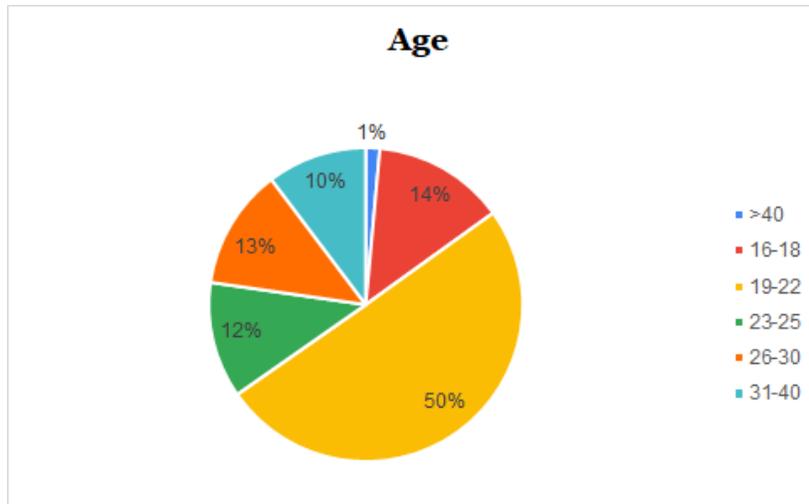


Figure 2. Student's Age Ranges

Figure 2 age ranges from our students enrolled at the University of Belize from a sample size of 418 ranged from ages 16 to over40. 50% of participants were within the age range of 19-22, being the largest area of respondents within that age range. 14% were within the ages of 16-18, 13% within the ages of 26-30, 12% within the ages of 23-25, 10% within the ages of 31-40 and 1% that are over the age of 40.

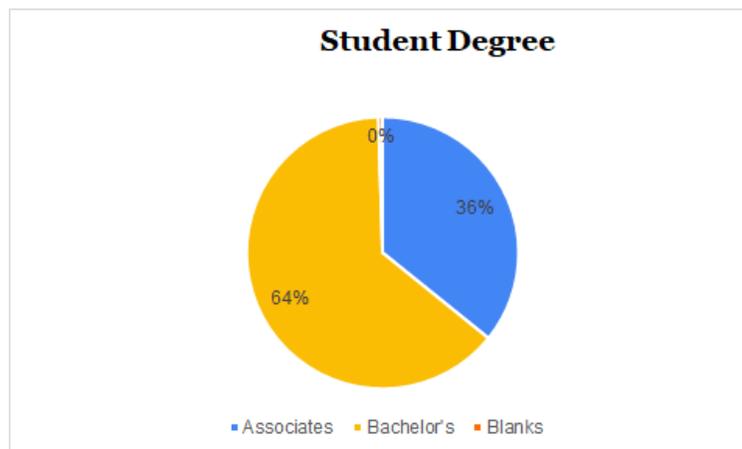


Figure 3. Current Degree Enrolment

From a sample of 418 participants, 64% of the participants are enrolled in a Bachelor's Degree program whilst 36% were enrolled in an Associate's Degree program (Figure 3). As this course is a Bachelor's Degree course majority of the participants chosen at random were Bachelor students.

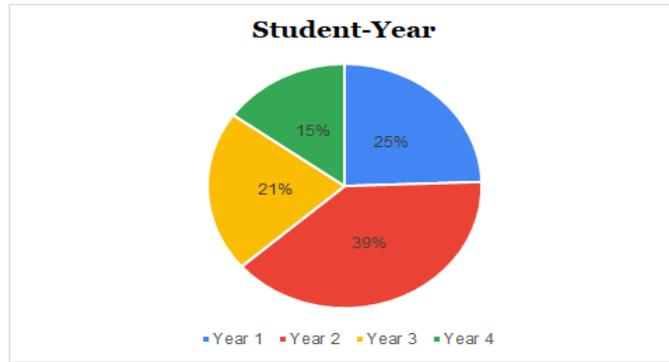


Figure 4 -Students Current Year

Figure 4 is the year of study that the student is currently enrolled in. 39% of students are in their 2nd year of study, while 25 % are in their first year of study. 21% are in their 3rd year of study followed by 15% who are in their fourth year of study. Number of years enrolled in a program is dependent on the required completed courses that are required by the different course programs and the number of courses taken per semester as either a part-time or a full-time student.

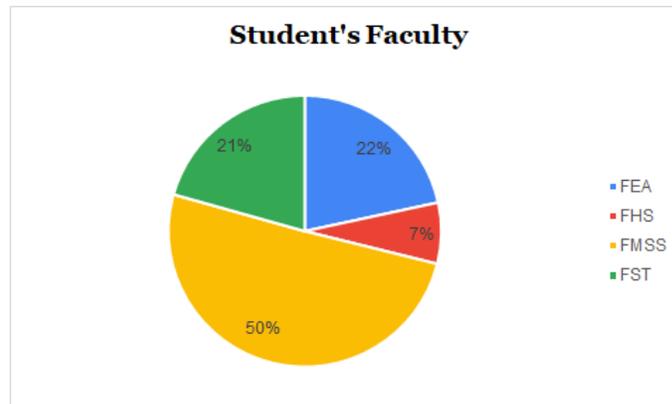


Figure 5. Student's Academic Faculty

Figure 5 displays the distribution of the respective academic faculty that the respondents are currently enrolled in. 50 % of respondents are part of the Faculty of Management and Social Science (FMSS). 22% are in the Faculty of Education and Arts (FEA). 21% in the Faculty of Science and Technology (FST) and 7% in the Faculty of Health & Science (FHS)

Learning Preference

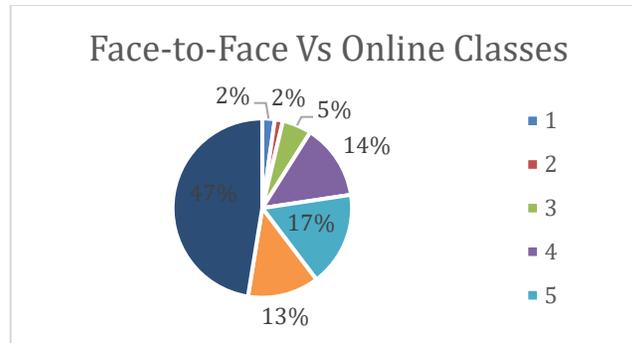


Figure 6. Students that prefer Face-to-Face classes rather than online

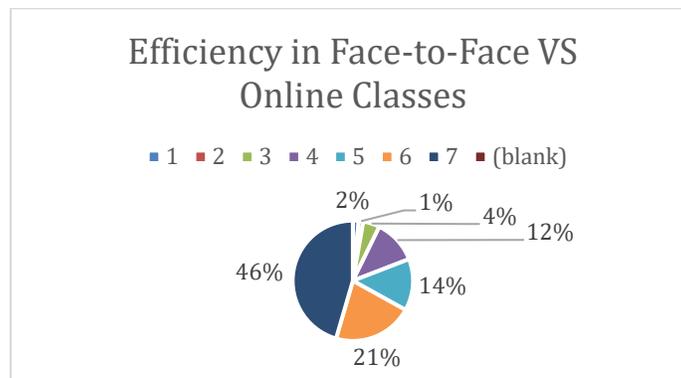


Figure 7. Student that are more efficient in Face-to-face classes rather than online classes

Using the 7-point Likert scale on for the survey conducted, students were asked whether they preferred traditional face-to-face classes rather than online classes. On Figure 6, 47% responded that they do prefer traditional face-to-face classes rather than online sessions. Similarly, when students were asked whether they are more efficient in face-to-face classes rather than online classes, (Figure 7) 46 % of students strongly agreed with the statement that they are more efficient with face-to-face classes rather than online sessions. This provides insight on the learning preference of the students, in which majority of the respondents prefer traditional classes with a minor cumulative 7% that are likely to disagree with the statement of this preferred learning option. Learning preference and dissatisfaction for online-learning may be contingent on the LMS that is used at the University of Belize.

Task–technology fit

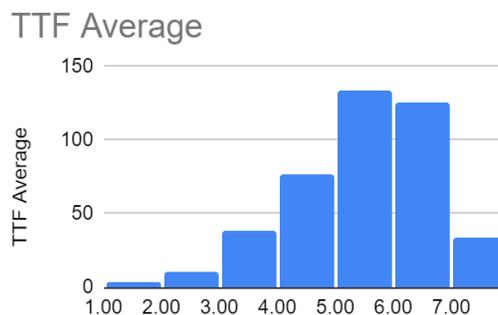


Figure 8: TTF Average for All Responses

Based on the data gathered and histograms plotted for 13 questions that referred to the Task-Technology Fit construct students were asked questions regarding the easy of use, efficiency and effectiveness of Moodle. Using the 7-point Likert scale, on average, it can be observe that all respondents do agree with the use of Moodle online-platform for online learning. This shows that students agree that Moodle is easy to use, provides accurate and updated information. Students are able to extract the information they need from Moodle and the overall output of information and learning is effective. H1: Task–technology fit will positively influence expected consequences of LMS use hypothesis was supported.

Expected consequences of LMS use

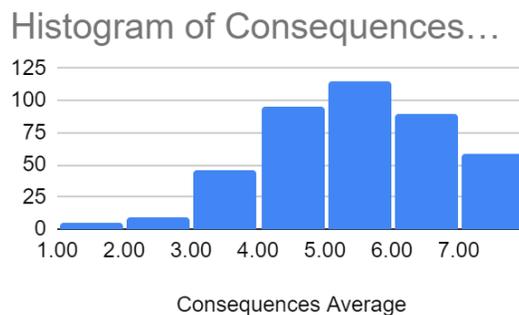


Figure 9. Average Expected Consequences of LMS use

For the second construct, students were asked questions related to improving performance, increasing productivity, enhancing effectiveness and quality of learning and task accomplishment when using Moodle. These are considered consequences when using Moodle. Based on the results, majority of students do agree that using or utilizing Moodle will have a positive impact on their learning abilities, effectiveness, and productivity. Therefore, showing that this LMS would have a positive effect on students utilizing Moodle through distance learning. Hypothesis H2: Task–technology fit will positively influence the attitude towards LMS use was supported.

Perceived impact on learning

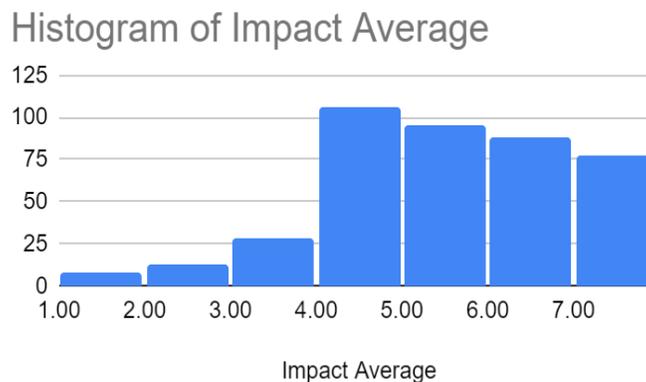


Figure 10: Average of perceived learning on LMS

For the third construct expected consequences of LMS use will positively influence LMS utilization, students were asked 3 questions in relations to Moodle facilitating their perceived learning abilities and how beneficial it is to a student perceived learning. The results of this construct proved that the average lecturer does utilize an LMS to carry out class sessions and interactions and Moodle does add value to their learning experience. Therefore, hypothesis H3: Expected consequences of LMS use will positively influence LMS utilization is supported.

Consumerization Attitude - Perceived fit

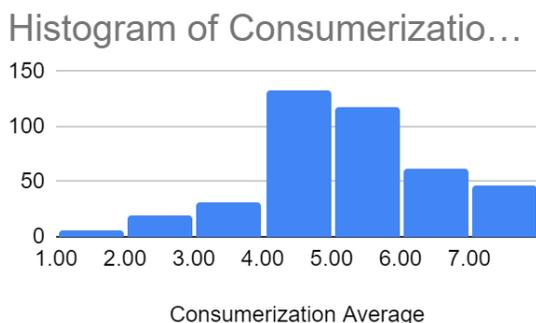


Figure 11. Average responses on Consumerization Attitude

The fourth construct which was the attitude towards LMS use that has a positive influence on LMS utilization can be shown in the figure 11. Students were asked questions regarding the autonomy that lectures should have when choosing their own learning management system. Based on the results, majority were neutral on this concept with a few agreeing with this view. Students, to some extents do believe lectures should choose the LMS that best fit their style of teaching or LMS that could enhance the learning experience for certain courses that require more specialized LMS features. Therefore, H4: Attitude towards LMS use will influence LMS utilization.

Conclusion

Task Technology Fit (TTF) has been applied in the context of a diverse range of information systems. This research attempted to determine if the current LMS in use at the University of Belize complements students' tasks and assists to achieve maximum performance in classes undertaken. While the research focused mainly on the student population of the university some consideration was given to the lecturers' views. The findings reveal that the current LMS in place is performing as is expected. It is user-friendly, students have access to necessary resources, students can communicate as needed with lecturers and each other as needed. Also, they can partake in any online activity posted, and ultimately it has impacted their grades positively as the majority are passing. Students however, still do prefer traditional classes rather than full online learning. Although Moodle may not have a direct correlation to the dissatisfaction of students that prefer face-to-face versus online-classes, it was note that students are satisfied with Moodle as an effective learning management system. Therefore, we can conclude that Moodle does satisfy the online-learning experience for students at the University of Belize.

Limitation

Due to learning based on computer-facilitated systems was in its fledgling stage, for our MIS course not all sections have the same number of students. This led to a reduced number of groups that could be used as reliable sources of data collection. Because of the above limitations, the sample may not be sufficiently representative to allow a wider generalization of the findings of this study. Therefore, caution should be

used when the findings of this study are being generalized. One potential problem is that the subjects may not have gained sufficient expertise in using the systems due to the short time-span of each session of the experiment; they could have just been getting familiar with the system during the intended experiment duration rather than using the system in a “normal operational mode.” This can potentially affect the consistency of the subjects’ perceptions and performance of the system.

Future Research

In the current study, Moodle’s online learning systems were involved in online discussions. If video systems are introduced, more clues and richer socialization processes may be present, which may more closely mimic the natural personal interactions among the subjects. It is yet to be found whether the same results will be reached with video-based systems added for online discussions. Also, this study employed the subject's college students using online instruction systems. With the growing popularity of e-learning for corporate training, determining whether the results would be different for corporate users is a direction worth probing. Future research may study other task types (other than decision-making or intellection), as well as employ longer experiment times (both the number of sessions).

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Appendix

Lilianie Cowo_Task Technology Fit - Students - UB

MISResearch-TaskTechnologyFit-Lecturers Perceptions of Learning Management
Systems

Background Information

TTF



Management Information Systems
Research

Please complete this form:

- a. To gather empirical evidence of your perceptions of Moodle
- b. To fulfill the University's mission by publishing academic research papers

1. Please indicate your gender:

Mark only one oval.

- Female
- Male
- Prefer not to say

1. Please indicate your age range:

Mark only one oval.

16-18

19-22

23-25

26-30

31-40

>40

2. Student

Mark only one oval.

Associates

Bachelor's

3. Student-Year

Mark only one oval.

Year 1

Year 2

Year 3

Year 4

1. I would not want to take any online courses after the University moves back to face to face teaching.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

Prior Moodle Use

2. Number of semesters where at least one teacher has used Moodle.

Mark only one oval.

- 1
 2
 3
 4
 5
 6
 >6

3. One or more of my teachers used Moodle to facilitate teaching face to face classes (prior to online delivery).

Mark only one oval.

- Yes
 No

1. One or more of my teachers utilized an LMS other than Moodle.

Mark only one oval.

Yes

No

2. How many semesters have you attended classes that used an LMS other than Moodle?

Mark only one oval.

0

1

2

3

4

>4

3. I attended classes that used an LMS other than Moodle to facilitate teaching face to face classes (prior to online delivery).

Mark only one oval.

Yes

No

27. **It is easy for me to become more skillful at using Moodle.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

28. **New features of Moodle are easy to learn.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

29. **Do you think the output from Moodle is presented in a useful format?**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

30. **Is the information from Moodle accurate?**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

31. Does Moodle provide you with up-to-date information?

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

32. Do you get the information you need in time?

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

33. Does Moodle provide output that seems to be just about exactly what you need?

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

Expected consequences of LMS use**34. Using Moodle for online classes will help me to accomplish my study more quickly.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

35. Using Moodle for online classes will improve my performance in units.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

36. Using Moodle for online classes will increase my productivity.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

37. Using Moodle for online classes will enhance my effectiveness in my program of study.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

38. Using Moodle for online classes will make it easier to complete my learning tasks.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

39. **Using Moodle for online classes will give me greater control over my learning tasks.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

40. **Overall, I think that Moodle will be useful in my online studies.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

41. **Using Moodle will improve the quality of my online learning.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

PERCEIVED IMPACT ON LEARNING

42. **Moodle has a large positive impact on my effectiveness and productivity as a student in online classes.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

43. Moodle is an important and valuable aid to me in my online studies.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

44. I learn better online with Moodle than without it.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

Consumerization Attitude

Perceived fit / Expected Performance improvement

45. If my teacher could choose their own Learning Managements System it would fit well with learning online.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

46. **If my teacher could choose their own Learning Managements System it would fit well with helping me to be efficient in learning online.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

47. **If my teacher could choose their own Learning Managements System it would be compatible with my online learning.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

48. **If my teacher could choose their own Learning Managements System my online learning performance would improve.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

49. **If my teacher could choose their own Learning Managements System my online learning productivity would improve.**

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

50. If my teacher could choose their own Learning Managements System I would work faster while learning online.

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

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