Consumerization Attitude Effect on Task-technology Fit: A Study of the Learning Management System at St. John's College

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Abstract

With a global pandemic on the rise, academic institutions are forced to adapt a reliable Learning Management System (LMS) that will fit well with the e-learning platform. The purpose of this research is to examine the consumerization attitude effect on Task-technology Fit of the LMS at St. John's College. This study sought to evaluate the technological fit of the system, and how students perceive its effectiveness and validity. The data obtained assisted in understanding the consumerization effects while understanding the advancement of LMS. Data obtained was mostly positive as students indicated that they found the system of much assistance while learning online. Majority did not find the need for multiple systems, but instead felt that one is effective. The LMS utilized within the institution can be further advanced to improve the technology use and reflects on the usefulness expressed by students. While there is room for improvement, students expressed satisfaction and willingness to continue using the system.

Keywords: Learning Management System, e-learning platform, effectiveness, validity, consumerization.

Introduction

The purpose of this research is to examine the Consumerization Attitude effect on Task-technology Fit of the LMS at St. John's College. Task-technology fit is a theory that holds that information technology is likely to have a positive impact on individual performance and be used if the capabilities of the information

technology match the task that the user must perform (Lauren, 2015). Information and communication technology have increasingly influenced schools at primary, secondary and tertiary level. From being just an option, technology has become mandatory especially in times when the world is faced with a global pandemic. Many schools were forced to take their services online. Today, many use a learning management system that will result suitable for students, teachers, and the institution.

A Learning Management System is a software that assists institutions with managing, evaluating, and delivering their corporate e-learning program (Learning Management System, 2020). The LMS is widely use by higher education to deliver their syllabus to students (McGill & Klobas, 2009). LMS usage serves as a medium to stimulate pedagogical processes by blending traditional learning practices and online learning environments (Alghamdi, 2016). Research on LMS use has focused primarily on students with mixed results. Meta-studies confirm that, on average, there is "no significant difference" between the amount students learn with and without the aid of online systems, but that there is considerable variation in student outcomes depending on how instructors use the technology (McGill, 2008).

To get a full insight on how students feel about the LMS, a research was constructed to examine the consumerization attitude effects on Task-technology Fit, conducted on tertiary level students at St. John's College (SJC). The research was guided by the Consumerization Attitude Model that measures the consumerization attitude of using the LMS. The objective of this study is to gather reliable data that support the framework of the model and show how the variables contribute to one another. A research applied to this model has never been conducted, specifically at SJC, so this paper will portray authenticity. It also aims at representing usefulness and being noteworthy to others. Generally, this paper presents the consumerization attitude of students at SJC towards their LMS, Google Classroom, and how effective it has resulted during online learning.

Literature Review

Task-technology Fit

McGill & Hobbs (2007) investigated the task–technology fit of Virtual Learning Environment (VLE) for two main groups of users: instructors and students. A virtual learning environment is an information system that facilitates e-learning. VLEs process, store and disseminate educational material and support communication associated with teaching and learning. Despite the ubiquity of VLEs in education today, much of the evidence to support their use is anecdotal or of limited generalizability (McGill & Hobbs, 2007). St. John's College uses Google Classrooms which allows students to acquire assignments and instructions to get the task done and have similar functions as the VLE WebCT or, a collection of tools that allow instructors (with a small amount of training) to create secure course content pages, chat rooms, online assessments and so forth. McGill & Hobbs (2007) pointed out that instructors had higher perceptions of social norms and higher perceptions of facilitating conditions than students. However, there was no difference between the instructors and students in level of utilization of the VLE.

Another study argued that the link between the precedents of leading students to continue to use Virtual Learning System (VLS) and their impact on learning effectiveness and productivity are overlooked in the literature and should be taken into consideration (Wen-Shan, 2012). Therefore, for them to solve this problem, their aim was to tackle this question by integrating information system (IS) continuance theory with Task-technology Fit (TTF) to extend their understanding of the precedents of the intention to continue VLS and their impacts on learning. By doing this, they used factors of technology-acceptance-to-performance, based on the Technology Acceptance Model (TAM) and TTF and post-technology-acceptance, based on expectation–confirmation theory. The results revealed that perceived fit and satisfaction are important precedents of the intention to continue VLS and individual performance. To higher the reliability of the collected data, a questionnaire (in printed version) was distributed at the end of 18 teaching weeks (Wen-Shan, 2012). The researcher did his survey in a hard copy version while this study's survey was distributed in softcopy version. Wen-Shan (2012) also added that the personal impacts on performance are evaluated by perceived impacts on learning. Subjective data are provided by subjects. Objective indicators

with respect to individual performance, in terms of real learning scores or actual utilization duration, can be considered in the future. This limitation differs from the research findings at St. John's College, whereby over majority of respondents argued that the LMS system they use will improve their performance.

Recognizing that e-learning was not for everybody as students were accepted into the online course only if they were online-ready; that is, those who passed on all three readiness measures: technical competence, lifestyle aptitude, and learning preference (Lee-Post, 2009). Susman & Evered (1978) used the survey method and did a five-phase process (diagnosing, action planning, action-taking, evaluation, and learning) to gain understanding. An application of the Delone and Mclean Information Systems Success Model was done at a Nigerian University. The purpose of the study was to see the success of Delone and Mclean's information systems (D&M ISS) model and to determine the success factors responsible for the acceptance of an e-learning system called Canvas. There was full support for the relationship between behavioural intention and user satisfaction of students on their actual usage of Canvas (Dasuki & Yakubu, 2018). This e-learning Adoption in Nigeria study was conducted using quantitative methods which employed the use of an online survey to gather responses. The responses were limited by the students' ability to reliably remember their perceptions towards the use of Canvas as well as their willingness to sincerely self-report. The use of a mixed-method in future studies could provide more insights into the students' adoption of e-learning applications (Dasuki & Yakubu, 2018).

Methodology

Measurement

To ensure the validity and reliability of scales, most items were measured by using a 7-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (7). The level of correspondence between the functionalities of a specific technology and the requirements of a given task, along with its subsequent influence on performance, is a central tenet of task–technology fit research (Goodhue, 1988). The survey structured and steered specifically based on the consumerization attitude on task-technology fit and the learning management systems at St. John's College. This methodology allowed to compass the Consumerization Attitude Model. It consists of four distinct constructs, which includes the task-technology fit, consumerization attitude, perceived impact on learning and expected consequence of LMS use.

In a previous literature, the model used in the research was the TTF of the LMS success and the uses of the Technical Program Committee (TPC) to simply address how TTF impacts the LMS (McGill & Klobas, 2008). Goodhue & Thompson (1995) also contributed that TPC was used as the framework for the study, and support was found for the usefulness of the model in the e-learning context. The assumption of participants would be to provide honest response to the questionnaires being issued, simply because all data collection was preserved anonymity and confidentiality to maximize truthfulness. The study provides positive fresh perspectives for theory as well as practice, it had a certain drawback. However, if the instructors have doubts about the value of the LMS in their teaching this perhaps can negatively impact students' outcomes.

Consumerization Attitude Model

The LMS, Google classroom, notifies or remind students of important dates and allows students to access courses, submit assignments, and interact with their lecturers. The following constructs were included in the theoretical structure: 1.) Task-technology Fit which deals with the information technology used to provide positive impact of Google Classroom, 2.) Expected Consequence of LMS use measures the degree to monitor and evaluate students learning, 3.) Perceived Impact on Learning proves the achievement of an organization and research objectives by using the information system, and 4.) Consumerization Attitude which measures the use of the information system in finding solutions on the expected performance improvement of students. Below is figure 1. Consumerization Attitude Model below used to convey this research.

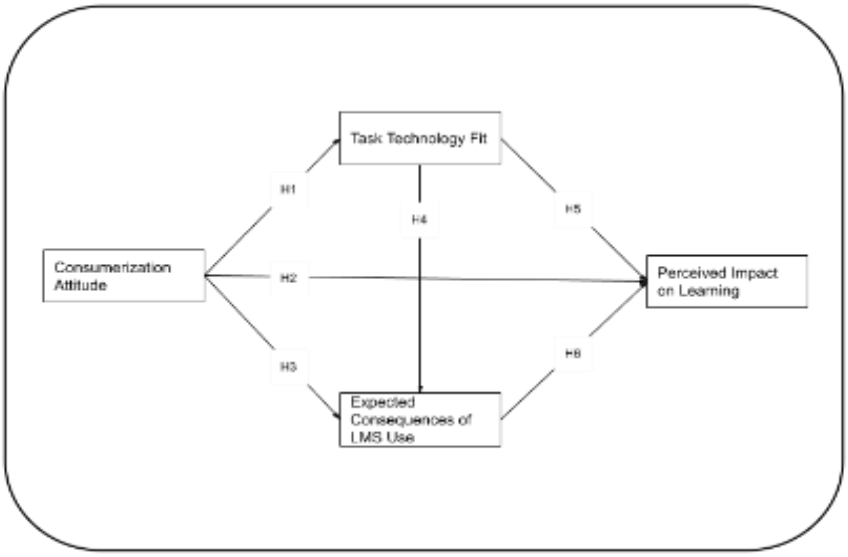


Figure 1. Consumerization Attitude Model

The model in this study was based on the four constructs: Task-technology Fit, Consequences, Impact, and Consumerization. To obtain reliability and prove the validity of the findings, the following six hypotheses were studied:

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 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 perceived impact on learning.

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

Table 1. Measurement Items of Survey

Construct	Survey Questions	Source
Task-technology Fit	TTF1. Google classroom fits well with the way I like to study online. TTF2. Google classroom is compatible with all aspects of my online study. TTF3. Google classroom is easy to use. TTF4. Google classroom is user friendly. TTF5. It is easy to get Google classroom to do what I want it to do. TTF6. Google classroom is easy to learn. TTF7. It is easy for me to become more skilful at using Google classroom. TTF8. New features of Google classroom are easy to learn.	(McGill, J. T., & Klobas, E. J. 2008)

	TTF9. Do you think the output from Google classroom is presented in a useful format? TTF10. Is the information from Google classroom accurate? TTF11. Does Google classroom provide you with up-to-date information? TTF12. Do you get the information you need in time? TTF13. Does Google classroom provide output that seems to be just about exactly what you need?	
Expected Consequences of LMS Use	LMS1. Using Google classroom for online classes will help me to accomplish my study more quickly. LMS2. Using Google classroom for online classes will improve my performance in units. LMS3. Using Google classroom for online classes will increase my productivity. LMS4. Using Google classroom for online classes will enhance my effectiveness in my program of study. LMS5. Using Google classroom for online classes will make it easier to complete my learning tasks. LMS6. Using Google classroom for online classes will give me greater control over my learning tasks. LMS7. Overall, I think that Google classroom will be useful in my online studies. LMS8. Using Google classroom will improve the quality of my online learning.	(McGill, J. T., & Klobas, E. J. 2008)
Perceived Impact on Learning	PIL1. Google classroom has a large positive impact on my effectiveness and productivity as a student in online classes. PIL2. Google classroom is an important and valuable aid to me in my online studies. PIL3. I learn better online with Google classroom than without it	(McGill, J. T., & Klobas, E. J. 2008)
Consumerization Attitude - Perceived Fit	PIF1. If my teacher could choose their own Learning Management System, it would fit well with learning online. PIF2. If my teacher could choose their own Learning Managements System, it would fit well with helping me to be efficient in learning online. PIF3. If my teacher could choose their own Learning Managements System, it would be compatible with my online learning.	Ifinedo, P. (2018)
Consumerization Attitude - Expected Performance Improvement	EPI1. If my teacher could choose their own Learning Managements System, my online learning performance would improve. EPI2. If my teacher could choose their own Learning Managements System, my online learning productivity would improve. EPI3. If my teacher could choose their own Learning Managements System I would work faster while learning online.	(Ortbach, Bode, and Niehaves 2013)

Table 1. Measurement Items of Survey shown above displays the questions used to measure the items of the survey listed in the Appendix.

Participants and Sample Size

A basic research was conducted in the form of a quantitative survey. The researchers distributed 100+ surveys with the intentions of getting a minimum of 80 surveys. However, the researchers were fortunate enough to receive a total of 181 completed surveys. The participants in this research study include students that are currently enrolled at St John's College, Belize City. The data collected were from students that are currently enrolled in the Business department, Humanities and Education Department, Computer Science Department, Math and Science Department and Social Science Department. The sample size of 80 students was randomly selected. The method of sampling used to carry out this survey was simple random sampling. This is the best method at the time due to time constraints.

Procedure

St. John's College students from the five departments were targeted to complete the survey. The quantitative research used a survey to obtain the data necessary to carry out this research. Data was collected using the google form to distribute the survey. The students were notified via email by their teachers and were invited to participate by clicking on the survey link provided. The survey took less than 15 minutes to complete. Their participation was optional. The information gathered remained confidential.

Data Analysis and Discussion

The first three chapters were set up as basic research, however, from chapter four onwards, the study will be moving from basic to applied research. The researchers are not doing hypothesis testing due to time constrain, instead, the data will be displayed using histograms.

The objective of the data analysis is to present all data obtained from a total of 181 tertiary level students at St. John's College. Students were asked to fill out a survey where they had to answer a set of questions pertaining to 1.) background information and 2.) the four constructs, these include: Task-technology Fit, Consequences, Impact, and Consumerization, and how theses influence the perception of their Learning Management System. All data gathered is presented below in the form of texts, table, and histograms.

Table 2. Background Information

Characteristics	Number	Percentage
Gender		
Female	110	60.77%
Male	69	38.12%
Prefer not to say	2	1.10%
Age		
16-18	113	62.43%
19-22	55	30.39%
23-25	7	3.88%
26-30	4	2.20%
31-40	2	1.10%

>40	0	0.00%
Year		
Year 1	79	43.65%
Year 2	78	43.09%
Year 3	19	10.50%
Year 4	5	2.76%
Department		
Business Department	170	93.92%
Humanities and Education Department	1	0.55%
Computer Science Department	5	2.76%
Math and Science Department	0	0.00%
Social Science Department	5	2.76%

Table 2. Background Information contains background details of all students who partook in the survey distributed at St. John's College. Of *N=181,* 60.77% of responses were females, while only 38.12% were males, and 1.10% or two participants preferred not to reveal their gender. Within the most participates' age group, 62.43% and 30.39% consisted of those between age 16-18 and 19-22, respectively. In addition, as the age range increased there was a reduction in participation. For instance, 2.20% of participants were between ages 26-30, 1.10% were between ages 31-40, and 0.00% were >40.

Furthermore, 43.65% were in their first year while 43.09% were in their second year. These results are higher compared to the 10.50% in their third year and only 2.76% in their fourth year. Lastly, over 1/3 of participants, i.e., 93.92% were from the Business Department. The remainder were as low as 2.76% and 0.55%. There was a 0.00% participation from the Math and Science Department. In the overall review of participants' background information, there were major percentages apportioned to one or another characteristic and not equally among all.

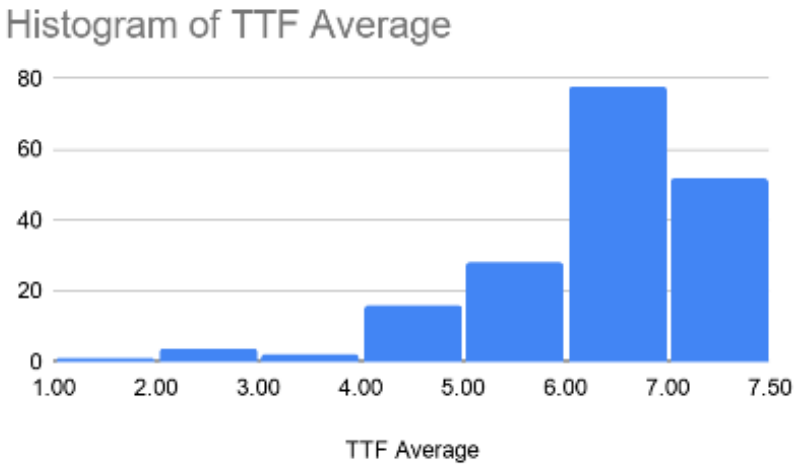


Figure 2. TTF Average on All Responses

The above figure represents the task-technology fit (TTF) of the LMS. It measured the usefulness, reliability, and ease of use when utilizing the LMS to carry out tasks. The responses of participants indicated that they were satisfied with the outcomes of the LMS. The highest number of responses were 78 participants of *N=181* and gave a rating between six to seven. Following this were 52 participants who rated it between seven to seven and a half. The other responses were above average. Nevertheless, seven felt that the system was not that task effective and rated it from one through to four. Overall, the responses of participants were positive.

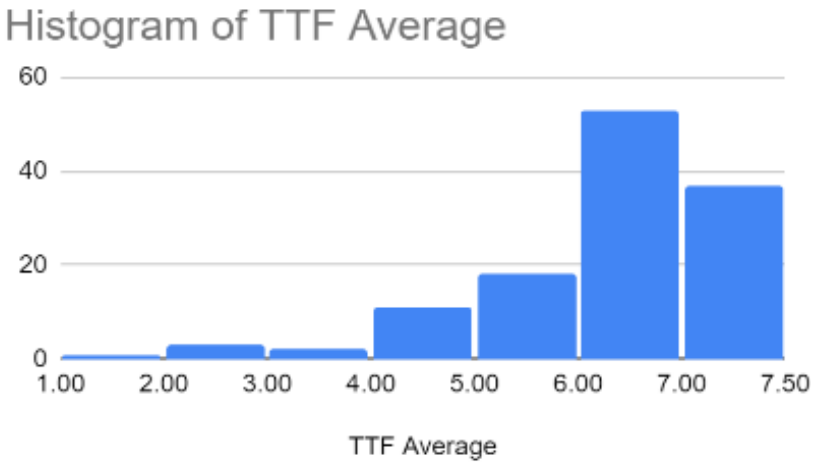


Figure 3. TTF Average on Google Classroom Only

In terms of how well Google Classroom alone can result effective for a student on the basis that the teachers did not utilized any other LMS, almost %50 of respondents agreed to this. In other words, of *N=126*, 53 students agreed to its effectiveness. The other 50% were favorable with a minimum of six students who rated it between one through to four.

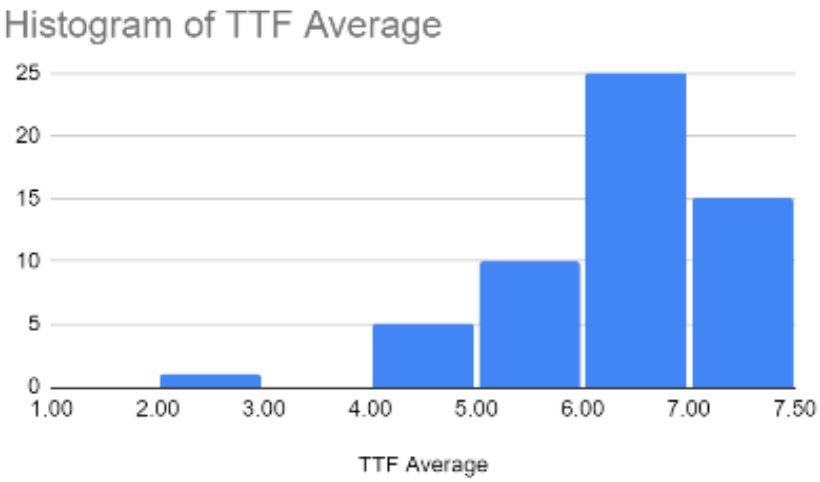


Figure 4. TTF Average on Google Classroom +

Based on teachers who utilized another LMS along with Google Classroom, 25 students rated it between six to seven; agreeing that this resulted effected in some way or another. interestingly, the results were above average in this sector, especially since only one student responded below average between two to three. Altogether, participants proved to be in agreeance with the use of another system as they can depend on either to perform the required tasks and it fits well with their learning experience.

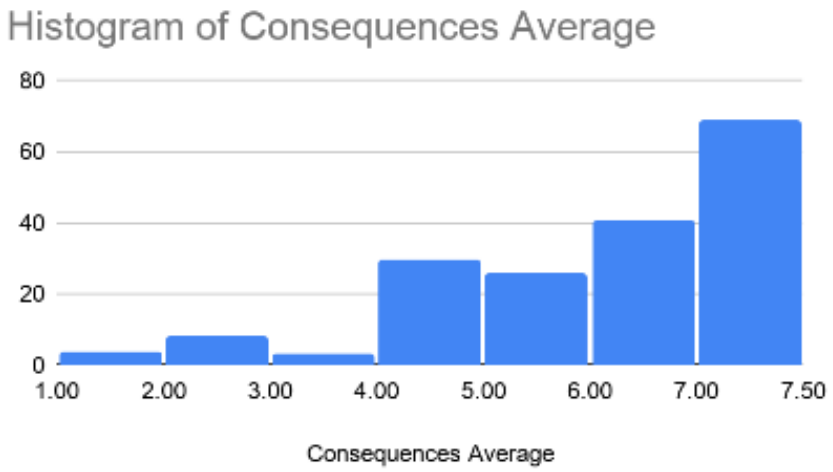


Figure 5. Consequences Average on All Responses

In the above histogram the responses of participants were average. The highest number of participants that agreed on the usefulness of the LMS were 69, where most responses fell between seven to seven and a half. In addition, of *N=181*, 41 participants believed that using it will give them control over online learning. As the other responses gradually declined, it meant that students cannot full say that Google Classroom will enhance their performance and the quality of online learning.

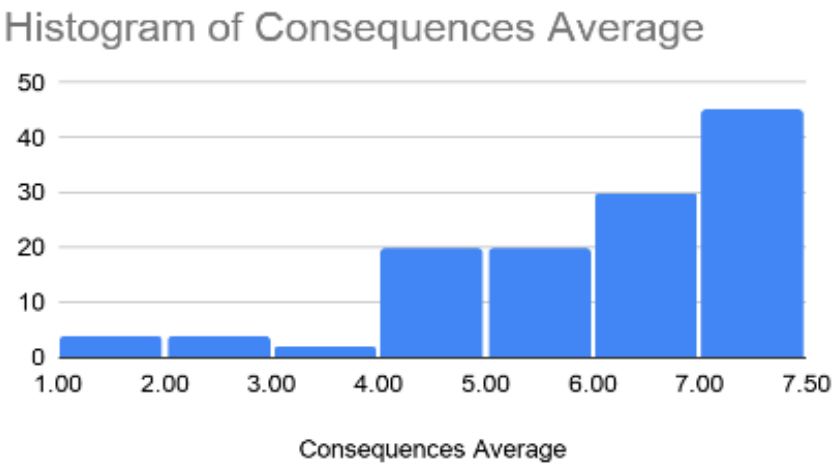


Figure 6. Consequences Average on Google Classroom Only

The above responses display how reliable the LMS can result. With that, it asked students to think about what the system can do for them in the short and longer run. Based on the results, 45 participants chose between seven to seven and a half, others did not vary in selection. Most responses were at a satisfactory level; that is, between four to five, five to six, and six to seven. Ten were unpleased with its performance. Overall, the results were constructive. Although students acknowledged what this LMS can do not all can agree that it will improve the quality of learning and online course performance.

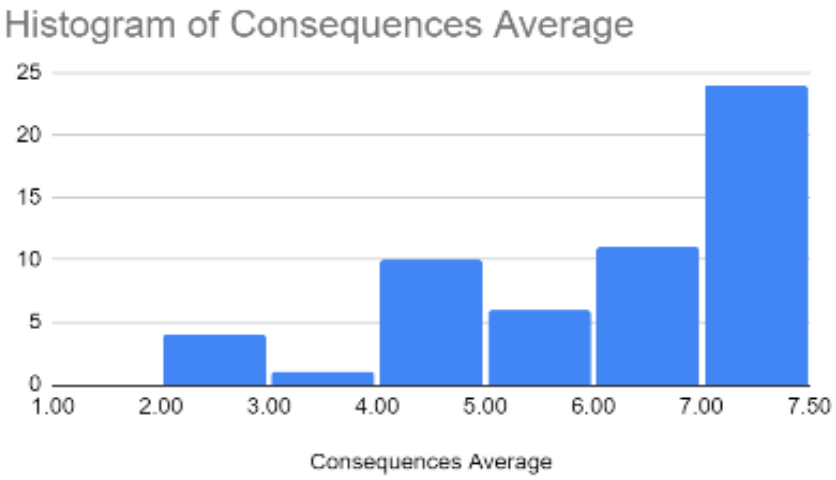


Figure 7. Consequences Average on Google Classroom +

The above histogram measured the expected consequences of using the LMS and any other system. The results are interpreted as being positive since majority of the students did not find it necessary to use more than one learning system. The responses were slightly level off between four to 11 students. Four students selected a rating between two to three, six selected between five to six, 10 selected between four to five, and 11 between six to seven. Although 24 students rated their response between seven to seven and a half, the overall responses of the other combined exceeds this. This means that they do find the system reliable but not at its fullest potential.

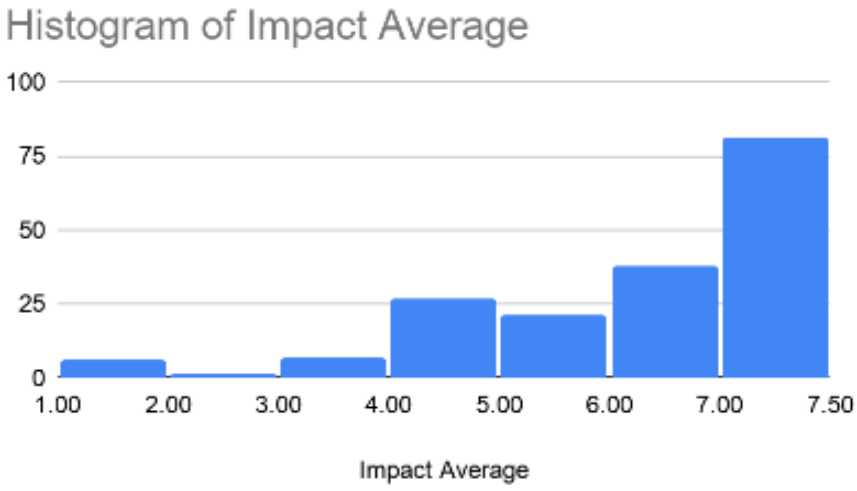


Figure 8. Impact Average on All Responses

The above figure shows to what extent the LMS can impact students' learning. The responses were a little above average as 81 of *N=181* believed that the LMS made the learning experience more productive and rated it between seven to seven and a half. Thirty-eight agreed to this by rating between six to seven. On the

other hand, six participants rated it between one to two and another six rated between three to four which shows that the system can affect their output.

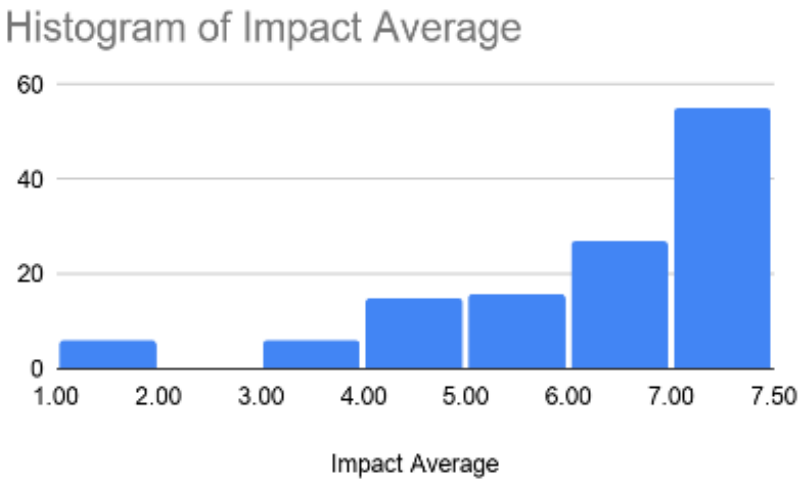


Figure 9. Impact Average on Google Classroom Only

In the histogram above, the highest rating of those who believed that Google Classroom alone can improve their performance was between seven to seven and a half. Following this were 27 students who rated it between six to seven. Although the participation level remained average and indicated a disagreement, most expressed the positive impact on the effectiveness of the LMS. Fifteen and 16 students, separately, were neutral in their response while six felt that there is much room for improvement as they rated between one and two.

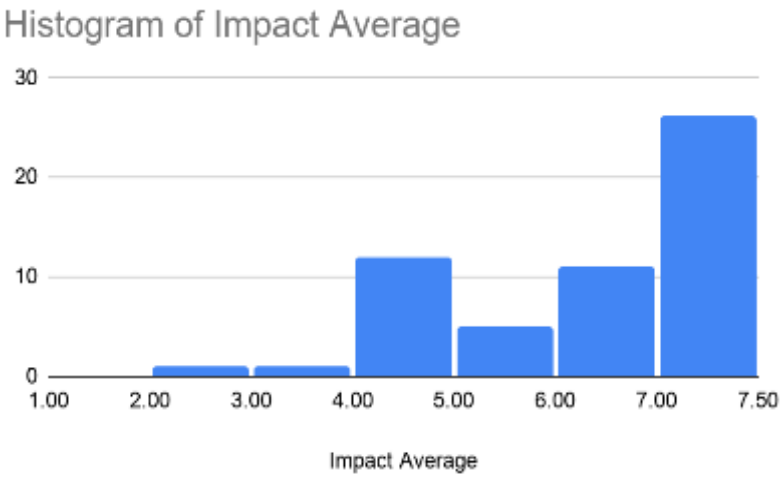


Figure 10. Impact Average on Google Classroom +

The above figure evaluated the impact of the LMS and other systems that were used along with this. Majority of the participants, 26 to be exact, responded that utilizing another LMS along with the one currently used will aid and add value to their online studies; it was rated between seven to seven and a half. Thereafter, 11 felt that the use of more than one system was impactful and they rated between six to seven. Whilst five chose between five to six, there was a slight variance of 12 who felt neutral and rated this between four to five.

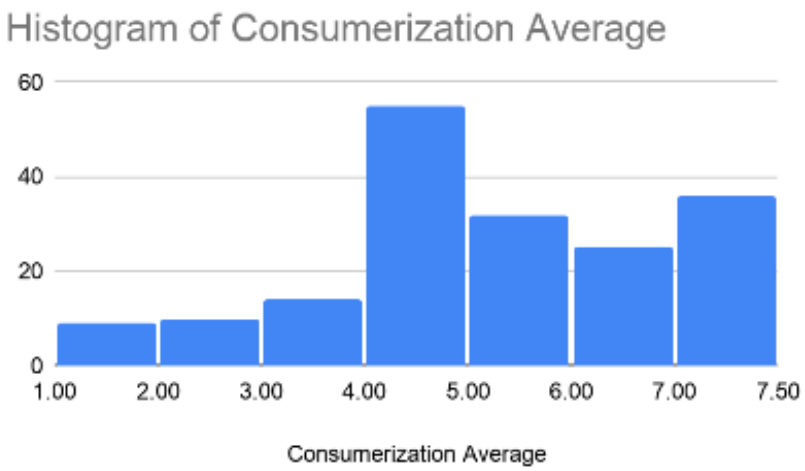


Figure 11. Consumerization Average on All Responses

The above measured the extent to which participants believed that giving teachers the choice to choose their own LMS would influence students' online learning. The responses showed that the largest portion of participants were neutral about the idea. The highest results were 55 students who selected between four to five, while 32 also agreed and rated between five and six. Interestingly, those who found this unnecessary were marked above normal compared to other results. Ten selected between two to three and 14 between three to four. As seen, students did not perceive that teachers having their own choice would entirely influence their online learning.

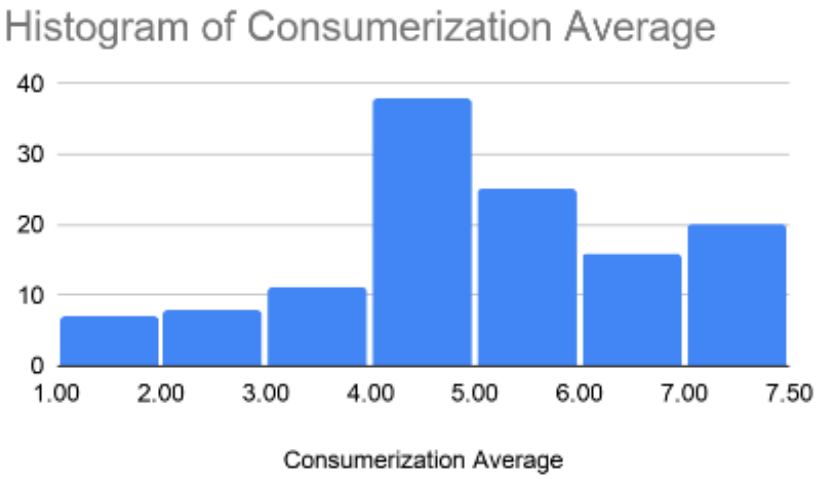


Figure 12. Consumerization Average on Google Classroom Only

While the largest number of students selected a rating between four to five, this is a neutral effect on teachers utilizing their own LMS to conduct online deliverance. Notably, there is a variance in responses. While some of the highest responses ranged from 25, 20, and 16, independently, with rating between five through to seven and a half, there was a substantial number who could not relate. A total of seven student rated between one to two; that is, of *N=126*, seven participants already made up a little over 5% of total results.

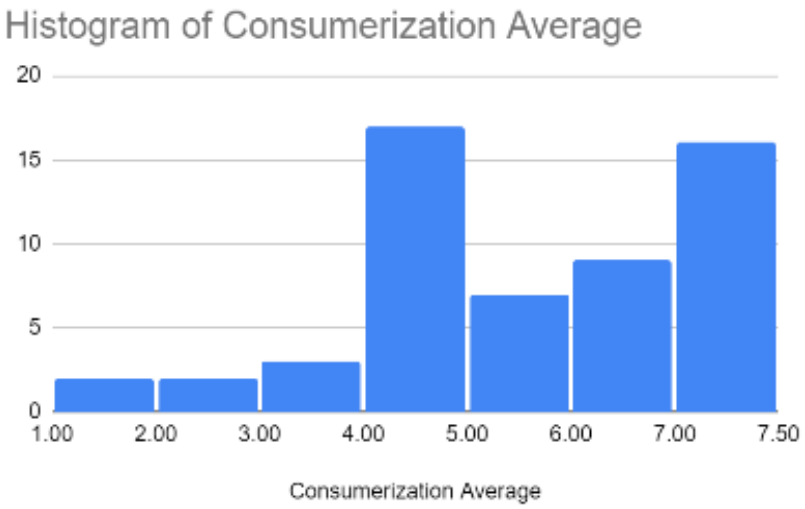
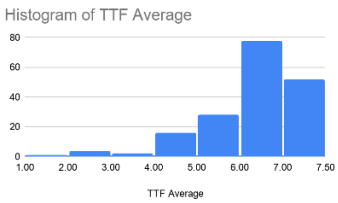
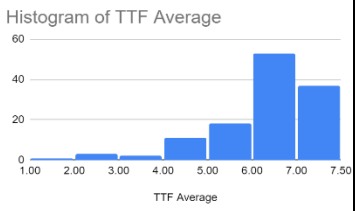
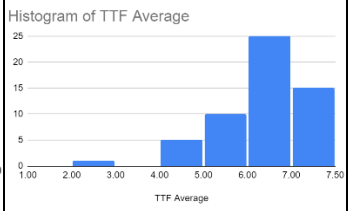
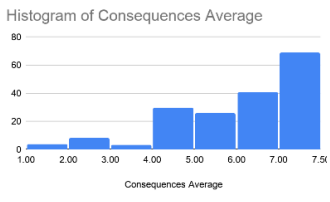
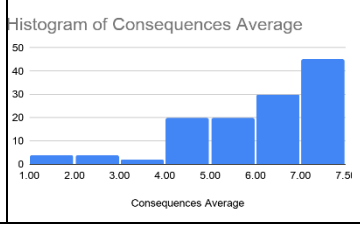
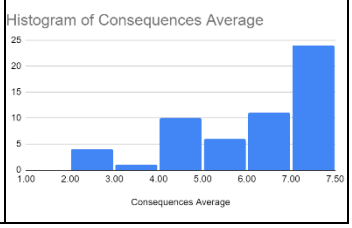


Figure 13. Consumerization Average on Google Classroom +

The figure above is regarding the consumerization attitude towards teachers using their own LMS alongside another. Responses were very interesting as 17 students depicted being neutral and rated it between four to five, while 16 chose a rating between seven to seven and a half at the thought of giving the teacher complete autonomy over the LMS and usage of another. In addition, nine were in favor of the teacher and rated this between six to seven. Contrary to this, as little as two students rated between one to two and thought that allowing this to teachers would not be of much use. In essence, students supported the teachers on this.

Table 3. Histograms

	All Responses (N=181)	Google Classroom Only (N=126)	Google Classroom + (N=57)
TTF			
Consequences			

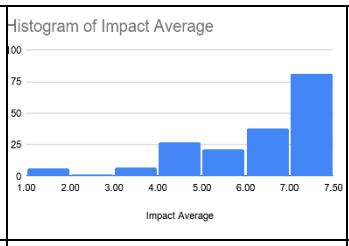
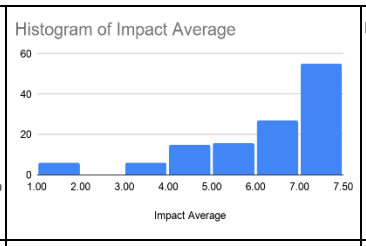
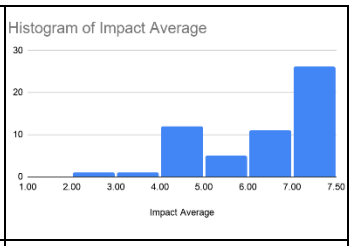
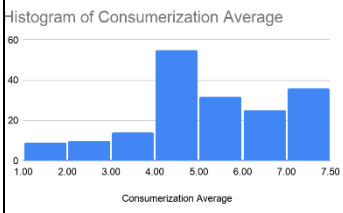
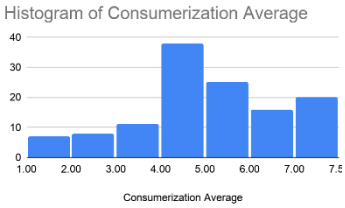
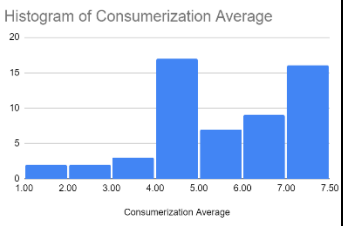
Impact			
Consumerization			

Table 3. Histograms illustrates the overall responses of students at SJC who completed a well-developed survey. Each histogram focuses on how students evaluate their LMS based on the four constructs.

Discussion

This research has allowed major interpretations and analysis of useful data that can serve SJC to better understand the Learning Management System from the student perspective. Similarly, this study can serve other researchers as online learning and adapting a reliable system is what most educational institutions hope to obtain. Google Classroom has been productive from its initial announcement in May 2014. Despite other learning platforms like Moodle that is commonly used, Google Classroom has made its way to satisfying the needs of online learning.

The Consumerization Attitude Model utilized to guide the research focused on the perceived impact on learning as the dependent variable, influenced by the independent variables the 'Task-technology Fit' and 'Expected Consequences of LMS Use'. All theories were influenced by the major theory which is the 'Consumerization Attitude'. In the table above, the results show that on average, most students believe that the LMS provides both the platform and effectiveness to complete tasks that are especially associated with online learning. In relation to utilizing a LMS other that Google Classroom, there is a variation in all constructs. While most were skewed to the right with a selected range between seven to seven and a half, there was also a neutral response that ranged between three to four and even four to five.

Furthermore, there was a consumerization effect given the visible variances in the responses of participants. What was observed is that participants found it useful when teachers have their own choice to utilize another LMS besides Google Classroom. On average, responses that ranging between four to five can be perceived as good especially when most fell in the higher ranges. Additionally, the Consumerization Attitude construct measured the responses of those who believed that it is important that teachers can use their own LMS. As for those who said teacher choose Google Classroom only, the results indicated that majority agreed, with all others spreading off closer to the right of the chart and ranging from five through to seven and a half. On average, the highest results were close to the 50% of total participants. Based on the data gathered and analyzed, the researchers believe that reliable information has been presented and can be useful to others.

Conclusion

Limitations

While conducting the study, there were several factors that altered the outcome of the research. First, the researchers had a hard time circulating the survey. For obvious reasons, most institutions have been closed to the public and only operate via online so the process of obtaining permission from the head of the institution was difficult. Secondly, following the completion of the survey, most responses came from the Business department, with a minimal of 2.76% from two other departments and close to none from the other two. This can impact how the research is interpreted as the results are mainly based on one departments' perspective and evenly among the others. Thirdly, the biggest factor was time constraint. Within a short period of time, the researchers had to gather data from students of another tertiary level institution without being able to communicate directly with them since they were enrolled at another institution.

Recommendations

This research achieved its objectives and provided a structure for continuous understanding of LMS; however, for future research it is important to do proper reading analysis and have available resources to better understand the magnitude of the study. In terms of the institution's improvement, semesterly surveys can be issued regarding the learning management system and overall learning experience, including function and features of the system. The researchers encourage others to do a further research of this kind.

Conclusion

This research gathered enough data to interpret the consumerization attitude of tertiary level students at St. John's College. To get started with the research, a basic investigation was done about what the students' perceptions are on the LMS, its adequate fit as an e-learning platform, and its impact on learning. To obtain information, the researchers used applied research by sending students an invitation to partake in a survey.

The charts in the data analysis represent the responses of participants in the survey. The results show that most students believe that the LMS provides both the platform and effectiveness to complete tasks that are associated with online learning. In addition, they were pleased with the LMS as it has aided them in working productively while learning. Additionally, the results showed that most prefer when their teachers have the choice to choose their own LMS. This does not change the fact that the Google classroom has been meeting their expectations. Interestingly, the findings show an above average to high ranged result between five to seven and a half under each construct. Overall, the responses were in the high percentile and represent the technological fit of the system.

This paper was able to present a close insight on how the students at St. John's College perceive the LMS. A research applied to the Consumerization Attitude Model has never been conducted, specifically at St. John's College, so this paper will portray authenticity and usefulness.

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Appendix

Research Survey

Task Technology Fit - Students - SJC

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

* Required

Management Information Systems Research
Please complete this form:
a. To gather empirical evidence of your perceptions of Google classroom
b. To publish academic research papers

Background Information

Kindly indicate your gender: *
☐Female
☐Male
☐Prefer not to say

Please select your age range: *
☐16-18
☐19-22
☐23-25
☐26-30
☐31-40
☐>40

Student-Year *
☐Year 1
☐Year 2
☐Year 3
☐Year 4

Kindly select your department: *
☐Business Department
☐Humanities and Education Department
☐Computer Science Department
☐Math and Science Department
☐Social Science Department

I took one or more online classes prior to the pandemic. *
☐Yes
☐No

Learning Preferences

I prefer face to face classes than online classes. *

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

I am a more efficient student in face-to-face classes than in online classes. *

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

I learn more in face-to-face classes than in online classes. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

I would want to take some online courses after the College resumes face to face teaching. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

I would want to take all my courses online after the College moves back to face to face teaching. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

I would not want to take any online courses after the College moves back to face to face teaching. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Prior Google Classroom Use

Number of semesters using Google classroom *
☐1
☐2
☐3
☐4
☐5
☐6
☐>6

One or more of my teachers used Google classroom to facilitate teaching face to face classes (prior to online delivery). *
☐Yes
☐No

One or more of my teachers utilized a Learning Management System (LMS) other than Google classroom. *
☐Yes
☐No

If YES, how many semesters have you attended classes that used a LMS other than Google classroom?
☐0
☐1
☐2
☐3
☐4
☐>4

I attended classes that used a LMS other than Google classroom to facilitate teaching face to face classes (prior to online delivery). *
☐Yes
☐No

It would be beneficial to me to attend courses that use Google classroom after the College returns to face-to-face teaching. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

It would be beneficial to me to attend courses that use a LMS other than Google classroom after the College returns to face-to-face teaching. *

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Task–technology fit

Please complete the following questions about ONLINE LEARNING.
Google classroom fits well with the way I like to study online. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Google classroom is compatible with all aspects of my online study. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Google classroom is easy to use. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Google classroom is user friendly. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

It is easy to get Google classroom to do what I want it to do. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Google classroom is easy to learn. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

It is easy for me to become more skilful at using Google classroom. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

New features of Google classroom are easy to learn. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Do you think the output from Google classroom is presented in a useful format? *
☐Yes
☐No

Is the information from Google classroom accurate? *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Does Google classroom provide you with up-to-date information? *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Do you get the information you need in time? *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Does Google classroom provide output that seems to be just about exactly what you need? *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Expected Consequences of LMS Use

Using Google classroom for online classes will help me to accomplish my study more quickly. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom for online classes will improve my performance in units. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom for online classes will increase my productivity. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom for online classes will enhance my effectiveness in my program of study. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom for online classes will make it easier to complete my learning tasks. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom for online classes will give me greater control over my learning tasks. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Overall, I think that Google classroom will be useful in my online studies. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Using Google classroom will improve the quality of my online learning. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Perceived Impact on Learning

Google classroom has a large positive impact on my effectiveness and productivity as a student in online classes. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Google classroom is an important and valuable aid to me in my online studies. *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

I learn better online with Google classroom than without it *
Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree