LMS Research

on Trinity Methodist School

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Abstract

Due to the pandemic, many schools have been forced to close their physical doors and embrace distance learning. The Ministry of Education mandated that distance learning must take on some form of paper-based approach. However, complaints from parents showed the low efficiency of paper-based only. Many schools such as Trinity Methodist school felt the need to engage school virtually to ease the burden of parents. To appease the ministry's demand and foster better distance learning, Trinity Methodist uses a blended approach "meaning they use both paper-based and virtual learning". Neither of these approaches was effective alone; however together about 70% of students were engaged. Trinity Methodist school engages staff by training them to utilize the LMS of choice: Zoom. This alleviated teacher apprehension and empowered them for effective usage. While each teacher would readily embrace face-to-face learning rather than distance learning, due to the pandemic, online teaching was somewhat perfected due to circumstance. Having to use zoom for almost a year teachers at Trinity Methodist School could see online learning as a regular part of their future.

Introduction

Due to the changes over the last year schools have come up with innovative ideas on how to carry out the task of learning. This website gives information on how Trinity Methodist School transitioned from face to face classes to online classes, yet still meeting their requirements and goals set out for the year. Although there was a downfall in the school's economy this actually brought schools closer together to complete and carry out services to parents and students with no competition among themselves.

In the late '70s, the Methodist Church decided that Ebenezer School had outgrown its present location and that the need to relocate was essential. With the available space on Trinity's Church compound and the developing community within the vicinity, it was decided upon that this is where the new Ebenezer School would be located. The fundraising began and students, parents, and community members from Ebenezer donated to erect their new school. The building plans were drafted by individuals from the Public Work Department. The completion of the new Ebenezer school took over ten years, and by this time Trinity Methodist Church saw the need for its own school, to be attached to the church. On 6th September 1989, Trinity Methodist School opened its doors to 36 students, 5 teachers, and a principal. The school numbers reached their apex at a total of 270 pupils.

Literature Review

According to Qing Zhuu; Tao Wang; Yufu Jia (2007) "For faculty members to adopt Second Life and take advantage of innovative features in their classes, however, they must first get to know Second Life and become familiar with features that are relevant to their own teaching." Over the past year, primary school teachers have provided great potential for teaching and learning outside the classroom since covid-19 has taken over the way of life.

Furthermore, LMS has been used within many of these schools to build platforms for children, so that they can still be able to keep up with their everyday work. Teachers have learned the importance of understanding and mastering the present LMS used to better provide distance learning to their students although it is not as effective as face-to-face teaching. Qing Zhuu; Tao Wang; Yufu Jia (2007) "There are hundreds of universities all over the world that pay attention to the engaging teaching and learning aids and effective research tools in Second Life".

In addition, these universities have built a bridge for other primary and secondary levels to provide confidence that online learning has become a new way of life. Qing Zhuu; Tao Wang; Yufu Jia (2007) "This is not a trivial process for many university educators". Due to the new norms many of the schools or universities may fail to comply with the platform set in place. Schools or universities are open to provide innovative ideas which can help to make online learning more easier and effective for upcoming students and schools. Qing Zhuu; Tao Wang; Yufu Jia (2007) " The goal of all educators is to teach students essential skills that will help them become productive and successful".

The improper usage of LMS in the literature is probably often related to computer programs that we might recognize as Course Management Systems (CMS). These systems are mainly used for online or mixed learning to facilitate the online placement of course materials, to connect students with courses, to control student performance, to store student submissions, and mediating contact with both the students and their teacher. Some of the same features can also be used inside LMSs, so it is understandable that there may be a misunderstanding. The hierarchical existence of an LMS does not, however, restrict its functionality to that of a CMS. A CMS provides an educator with a collection of tools and a system that enables online courses to be produced reasonably easily.

The importance of understanding LMS, as well as its related technologies, lies in the role it will play in future approaches to instruction as the needs of today's learners are not being met by current approaches because society has shifted from the Industrial Age into what many are calling the Information Age. Today's education system remains mired in the Industrial Age, putting the onus for learning on teachers, encouraging students to remain passive, and treating all students as if they are the same, and forcing them to do the same things in the same amount of time (Reigeluth, 1994). This forces achievement to vary among the students, leaving the low-achieving students behind and holding the higher-achieving students back (Reigeluth, 1997). The alternative to holding time constant and forcing learning to occur at a single rate is to hold achievement at a constant mastery level. This requires education to shift to an entirely new paradigm, from one with a focus on standardization and sorting with a high rate of failure to one that supports customization to meet all learners' needs. In an Information Age-appropriate paradigm of education, students will be allowed as much time as they need to achieve mastery and move on immediately upon demonstrating that mastery, requiring a customized pace and sequencing of instruction (Schlechty, 1991). Instruction will move to a more learner-centered approach as teachers cease acting primarily as knowledge sources and instead become facilitators of the knowledge acquisition process by acting as guides, coaches, and motivators as students become more active in their learning process (McCombs & Whisler, 1997).

Blackboard Learn formerly known as the Blackboard Learning Management System is a web-based server is a software whose main purpose is to add online elements to courses transitionally delivered face to face and develop completely online courses with few or no face-to-face meetings. It is used by teaching and learning management, as well as businesses and government.

Blackboard Learning Management systems features are announcements, chat, discussions, and emails. In the Announcements, professors and teachers may post announcements for students to read. These can be found under the announcement tab or can be made to pop up when a student accesses Blackboard Chat. This function allows those students who are online to chat in real-time with other students in their class section. Discussions in this feature allow students and professors to create a discussion thread and reply to ones already created. Blackboard mail allows students and teachers to send mail to one another. This feature supports mass emailing to students in a course.

In order for the learner process to be customized for each individual learner, technology will need to play a key role. Technology will be needed to track each student's progress towards mastery, assess their learning, help teachers understand what sort of guidance is needed, provide and appropriately sequence instruction, store evidence of attainments and systemically integrate each of these functions. It is clear that this description is closely aligned to the functions of an LMS. Logistic regression findings revealed that age and employment status were essential factors in forecasting LMS adoption by students. The research has shown

that the use of smartphone LMS has greatly affected the academic performance of online students. (Insook Han, November 2016)

Methodology

LMS Research on Trinity Methodist School

Participants

Participants in this study are Trinity Methodist School lecturers. The aim of this study was to become acquainted with the lecturers and to determine how often they use the Trinity Methodist School's Information System.

Procedure

Data collection for this research was done online through the help of google forms. The researchers carried out a determination of the Lecturers Perceptions of Learning Management Systems. The researcher emailed the questionnaire to the principal of Trinity Methodist School, which was then passed onto the lectures to fill out. The researchers included an introduction to the questionnaire, outlining its significance and purpose, as well as guaranteeing the participants' confidentiality by answering the questions.

Measurements

To ensure that our questionnaire has the highest reliability and accuracy we measured using a Likert Scale from 1-7, with 1 being strongly disagreed and 7 being strongly agreed. The questionnaire was sent out to 10 teachers of the Trinity Methodist School, the participants were kindly asked to partake in our questionnaire that consists of seven different sections. The majority of the questionnaire was measured using a Likert Scale from 1-7, with 1 strongly disagreed and 7 is strongly agreed, while a few used the yes or no option. The first section includes questions about the participants' demographics. The second section includes the Teaching Preference of the teachers, the third section includes the Prior Learning Management System (LMS) Use, and The fourth section includes the Task–technology fit. The fifth section includes the Expected consequences of the use of LMS and the sixth section includes the Perceived Impact on Teaching, and lastly, the seventh section includes the Consumerization Attitude. The methodology constructed the survey using the Consumerization Attitude Model it is made up of four distinct constructs which include task-technology fit, consumerization attitude, perceived impact on learning, and expected consequence of LMS use.
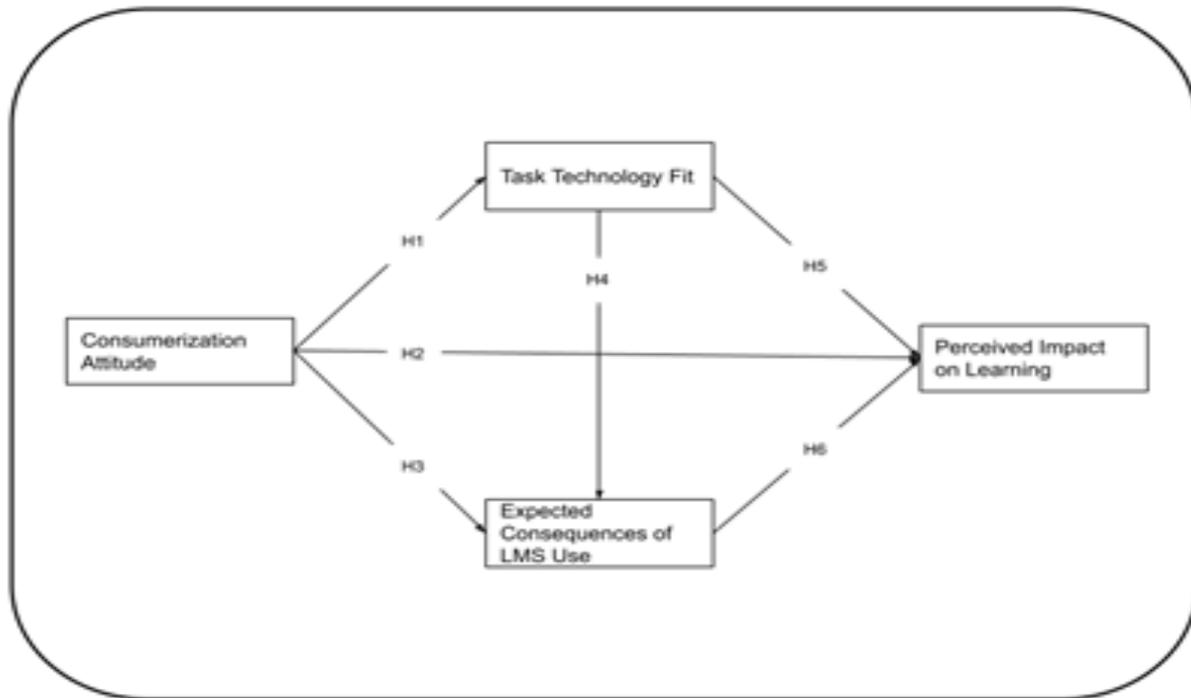
Hypothesis

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

H2: Consumerization attitude will positively influence perceived impact on teaching.

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

Measurement for the Survey

| Construct	Survey Question
Task Technology Fit	TTF_1 Age Range: 16-19, 20-29,30-39, 40-49, 50-59. TTF_2 Education: highschool, Associates, Bachelors, Masters, PhD. TTF_3 What LMS used during pandemic: Google Classroom, Teams, Zoom, others. TTF_4 How many subjects have you taught using an LMS other than Zoom. TTF_5 Zoom is easy to use. TTF_6 Zoom is user friendly. TTF_7 It is easy to get Zoom to do what I want it to do. TTF_8 Zoom is easy to assess TTF_9 It is easy for me to become more skillful at using Zoom. TTF_{10} Do you think the output from Zoom to the students is presented in a useful format? TTF_{11} Can you provide accurate information to your students with Zoom? TTF_{12} Can you provide up-to-date information to your students with Zoom? TTF_{13} Can you provide information students need in time using Zoom and weekly packages? TTF_{14} Can you provide information that seems to be just about exactly what your students need with weekly packages?
Expected consequences of LMS use	ECL_1 I prefer teaching face to face rather than online. ECL_2 Students learn more in my face to face classes than online. ECL_3 I would want to have some courses taught online after Trinity resumes face to face teaching. ECL_4 I plan to continue using Zoom to enhance my teaching after we return to face to face teaching. ECL_5 Zoom fits well with the way I like to teach online. ECL_6 Zoom is compatible with all aspects of my online teaching. ECL_7 Using Zoom will help me to accomplish my online teaching more quickly. ECL_8 Using Zoom will improve my online teaching performance. ECL_9 Using Zoom will increase my online teaching productivity. ECL_{10} Using Zoom will enhance my effectiveness as a teacher while teaching online. ECL_{11} Using Zoom and weekly packages will make it easier to complete my teaching tasks while teaching online. ECL_{12} Using Zoom will give me greater control over my teaching tasks while teaching online. ECL_{13} Overall, I think that Zoom will be useful in my ability to teach online. ECL_{14} Using Zoom will improve the quality of my online teaching.
PERCEIVED IMPACT ON TEACHING	PIL_1 Zoom is an important and valuable aid to me in my online teaching. PIL_2 Zoom has a large positive impact on my effectiveness and productivity as an online teacher. PIL_3 would want to teach all my courses online after Trinity resumes face to face teaching. PIL_4 I used Zoom to teach face to face classes prior to the School move to online delivery. PIL_5 I have taught classes utilizing an LMS other than Zoom. PIL_6 I used an LMS other than Zoom to teach face to face classes (prior to online

	delivery)
	PIL_7 I would like to continue using my preferred LMS to enhance my teaching after we return to face to face teaching. PIL_8 Overall, I think that Zoom will be useful in my ability to teach online.
Consumerization Attitude - Perceived fit / Expected Performance improvement	EPI_1 Zoom has a large positive impact on my effectiveness and productivity as an online teacher. EPI_2 Zoom is an important and valuable aid to me in my online teaching. EPI_3 I teach better online with Moodle than without it.
4.2 Consumerization Attitude - Expected Performance improvement	EPI_1 If I could choose my own Learning Managements System it would fit well with teaching online. EPI_2 I would not want to teach any online courses when Trinity resumes face to face teaching. EPI_3 If I could choose my own Learning Managements System it would be compatible with my online teaching. EPI_4 If I could choose my own Learning Managements System I would work faster while teaching online. EPI_5 If I could choose my own Learning Managements System my online teaching performance would improve.

Data presentation and analysis

At this point in the research paper, we are moving from basic research to applied research. We will not be doing hypothesis testing, we will be representing data as applied research. We are going to be giving the results in histograms or graphs. 10 surveys were issued to the institution where 8 responses were received overall. The school consists of 10 teachers where each individual was asked to participate in the research to verify how LMS has impacted their teaching over the past year.

Please indicate your gender:

8 responses

- ● Female
- ● Male
- ● Prefer not to say

12.5%

87.5%
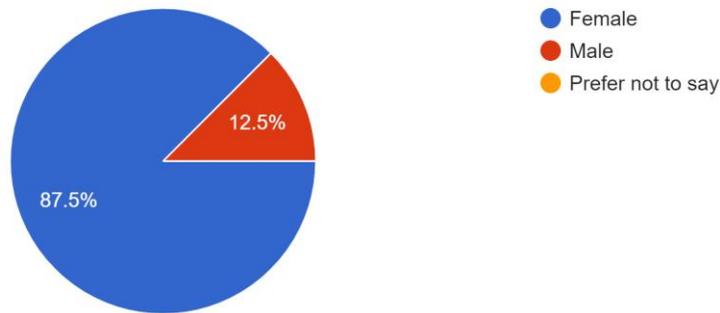
Question 1 from the survey was to indicate gender as shown above in the pie chart main participants were females an 87.5% and males being the lowest with a 12.5%

Please indicate your age range:

8 responses

- ● 20-30
- ● 31-40
- ● 41-50
- ● 51-60
- ● >60

50%

12.5%

37.5%
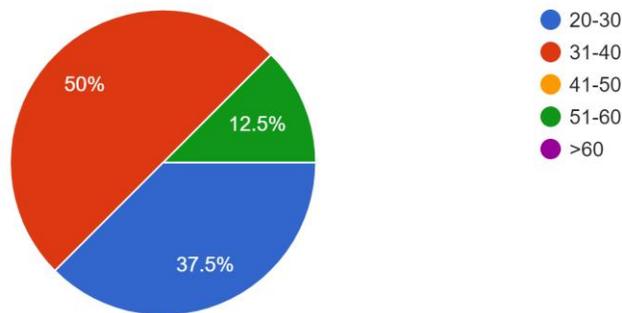
Question 2 of the survey was to indicate age as you can see above the Largest Portion of our respondents were from the age 31-40 with a 50%, following with 37.5% from ages 20-30 and lastly 12.5% being the lowest from ages 51-60.

Please indicate your highest degree attained:

8 responses

- Associates
- Bachelor's
- Masters
- PhD
- MD
- Currently enrolled in a Masters program

50%

12.5%

37.5%
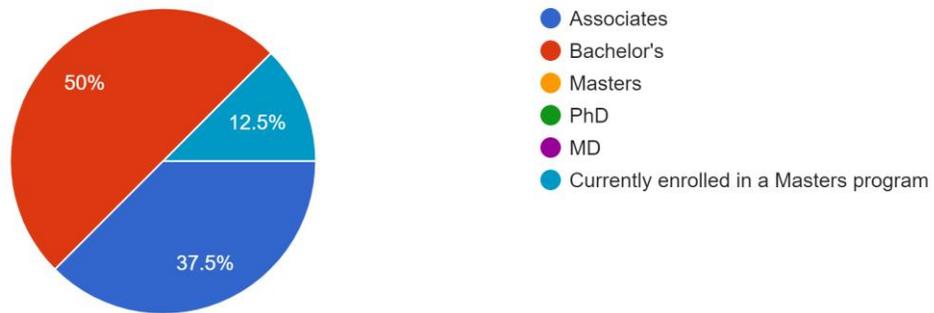
Question 3 of the survey was to find out the highest degree attained by each teacher, the responses were Bachelors being the highest with a 50%, followed by Associates with 37.5% and lastly 12.5% who are currently enrolled in a masters program.

Please indicate the class you teach in:

8 responses

- Infant I
- Standard I
- Standard III
- Standard VI
- Admin
- High school 1-4th forms
- University

12.5% 12.5%

12.5%

37.5% 12.5%

12.5%
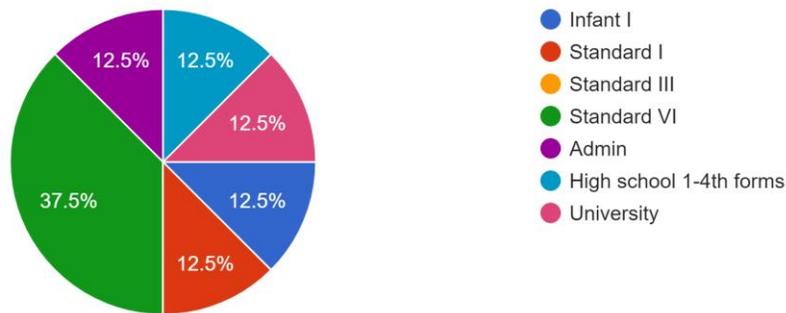
Question 4 of the survey was to find out what grades teachers are teaching, the highest was standard VI with 37.5%, and the remaining grades Infant I, standard I, University, Highschool, and admin all with a 12.5%.

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

6 responses
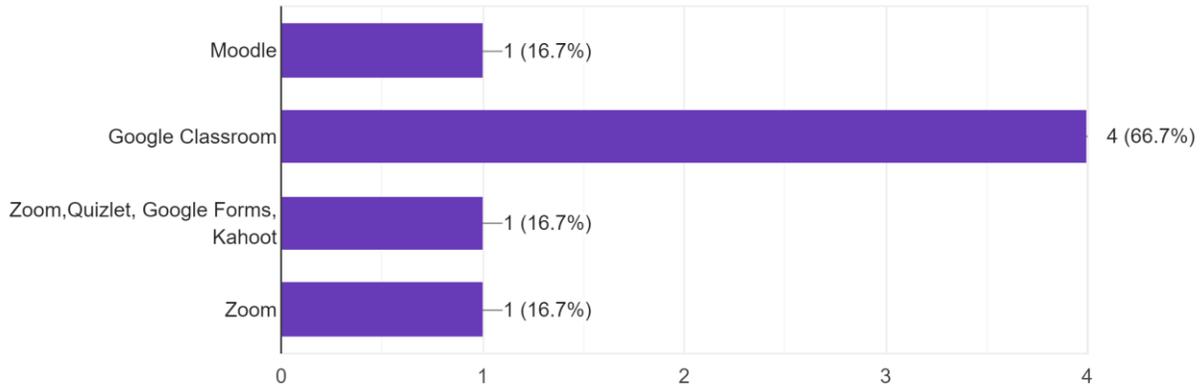
Question 5 was to find out what MIS systems were used by the teachers, and the highest system used was google classroom with an average of 66.7%. Following was moodle, zoom, Quizlet, google forms, Kahoot all with a 16.7%

I prefer teaching face to face rather than online.

7 responses
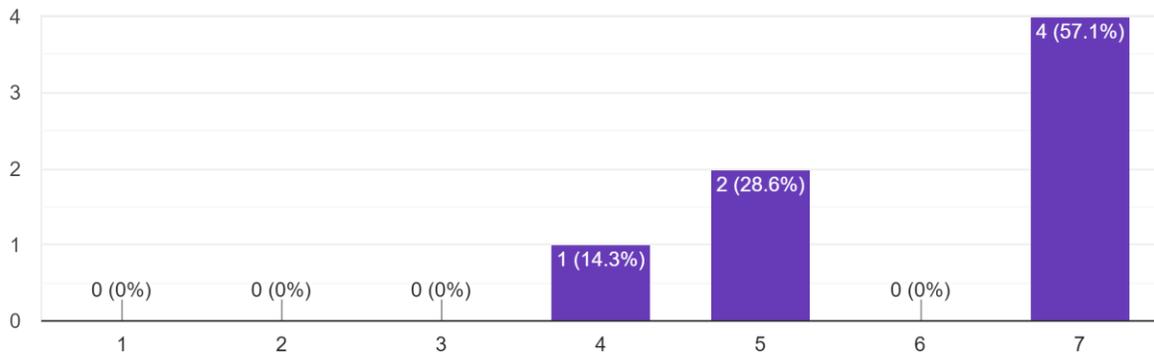
Question 6 was to learn how teachers prefer to teach if online or face to face and we found out the following. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. And the highest was strongly agreed with 57.1%, following 5 being partially agree with 28.6% and lastly 4 being in between 14.3%.

I am more effective teaching face to face than online.

8 responses
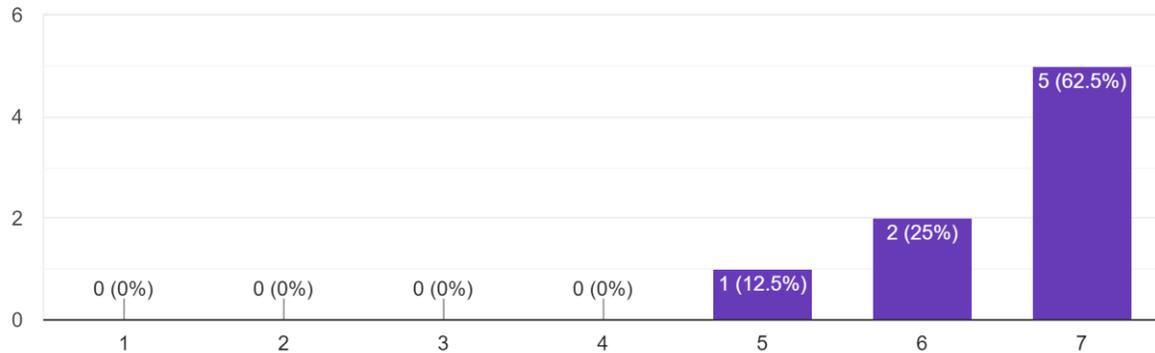
Question 7 was to find out what teaching method was most effective for teachers and the following is what we found. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree.And the highest was 7 being strongly agree with 62.5%, following 6 being agree with 25% and 5 being partially agree with 12.5%.

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

8 responses
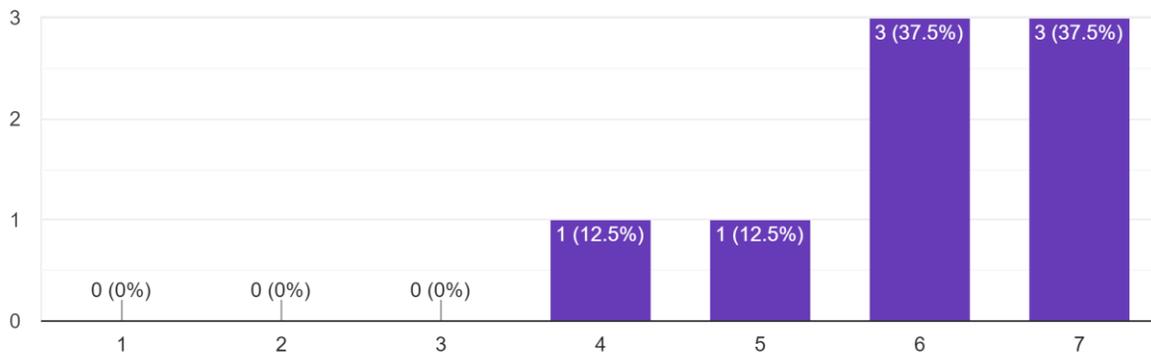
Question 8 asked if students learn more in person rather than online, and we discovered the following. On a scale of 1-7, with 1 being strongly disagree and 7 being strongly agree. The highest was strongly agreed with 37.5%, with 6 being agreed with 37.5% as well, 5 partially agreed with 12.5%, and 4 in between with 12.5%.

I would want to teach some online courses after the Trinity Methodist School resumes face to face teaching.

8 responses
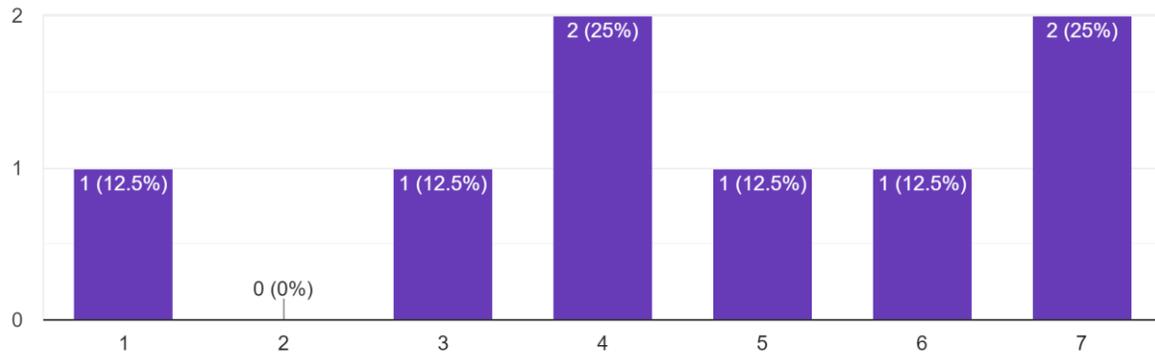
Question 9 was to find out if teachers would want to teach some online classes after face to face classes resume and the results were as follows. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree the following was analyzed 4 being in between and 7 being strongly agreed both with 25%. Following was 1 being strongly disagree, 3 being partially disagree, 5 being partially agreed and 6 being agreed all with a percentage of 12.5.

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

8 responses
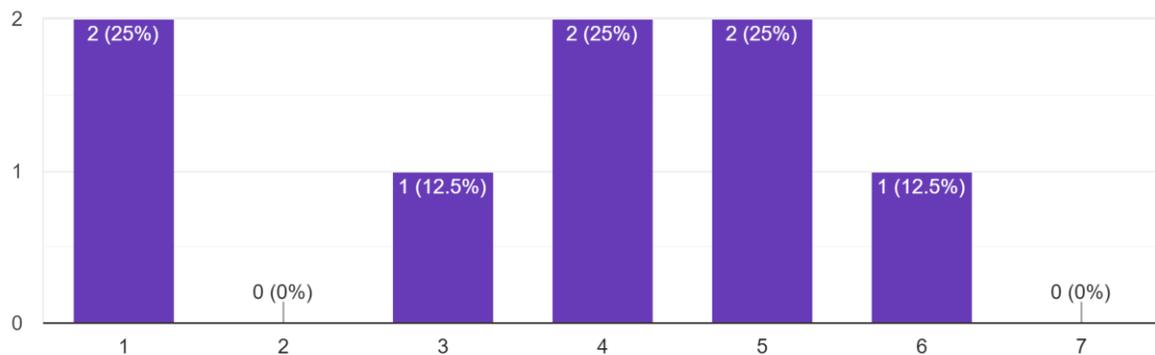
Question 10 was to find out if the teachers would prefer to teach all of their courses online after the University moves back to face to face teaching, we found out the following. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The highest being 5 and 4 with 25%, 6 and 2 being the second highest with 12.5% and 1 being the strongly disagreed with 25%.

I would not want to teach any online courses after the Trinity Methodist School moves back to face to face teaching.

8 responses
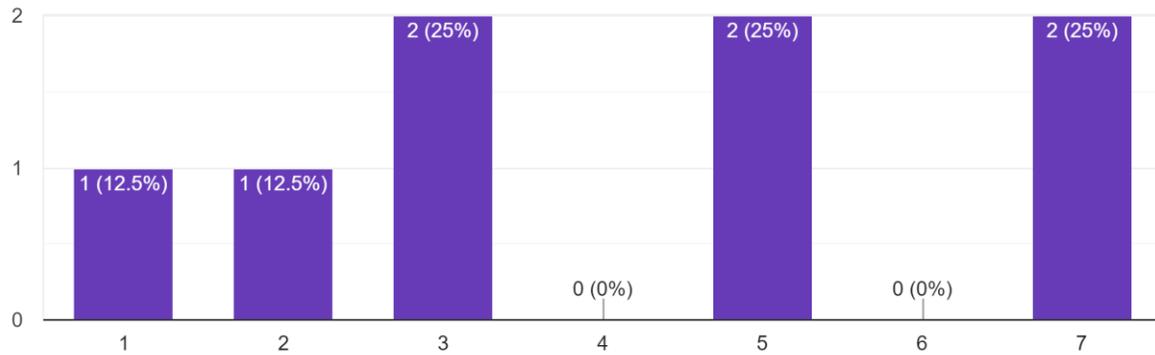
Question 11 was to find out how many teachers would not want to teach online classes after face to face classes resumed. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The following results were as follows: 3 being partially disagreed, 5 being partially agreed and 7 being strongly agreed all with a percentage of 25. Lastly, 1 being strongly disagreed and 2 being disagreed with both with a 12.5 percent.

Please state the number of terms you have used Zoom.

8 responses
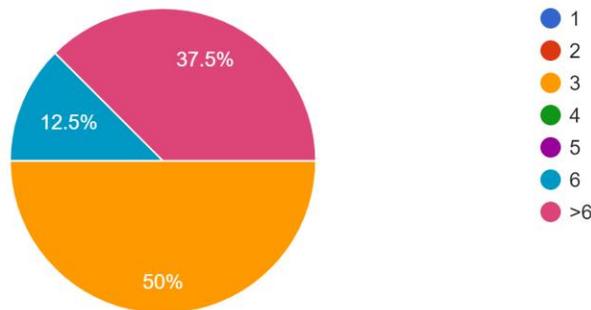
Question 12 was to find out the number of terms teachers have used zoom and the results were as followed. As you can see above in the pie chart the highest percentage is 50% which is term 3, the following is term >6 terms with a 37.5% and the lowest in term 6 with 12.5%.

I used Zoom to facilitate teaching face to face classes prior to the Trinity Methodist's move to online delivery.

8 responses

● Yes
● No

62.5%

37.5%
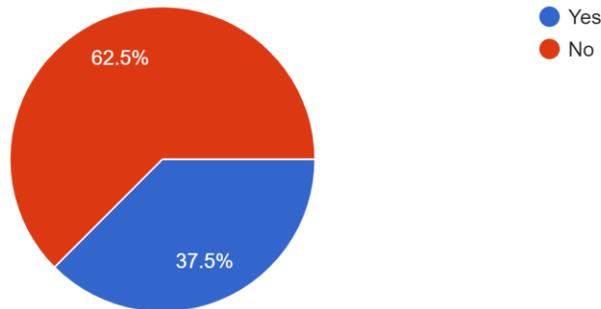
Question 13 was to find out the number of teachers who used Zoom to facilitate teaching face to face classes prior to Trinity Methodist's move to online delivery. As presented on the pie chart above with NO being the highest with 62.5% and YES being the lowest with 37.5%.

I have taught classes utilizing an LMS other than Zoom.

7 responses

● Yes
● No

42.9%

57.1%
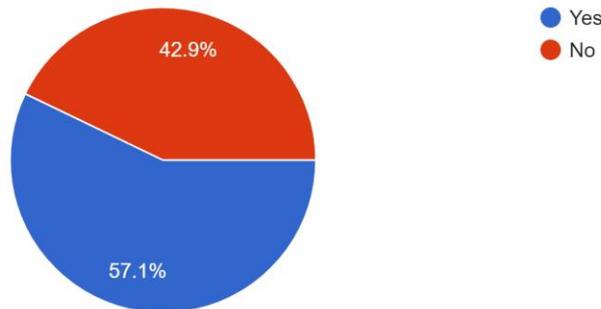
Question 14 is to find out if teachers have taught utilizing LMS other than zoom and the following was found 57.1% being yes that they have utilized LMS and 42.9% being no, that they have not used LMS.

How many semesters have you taught using an LMS other than Zoom.

7 responses
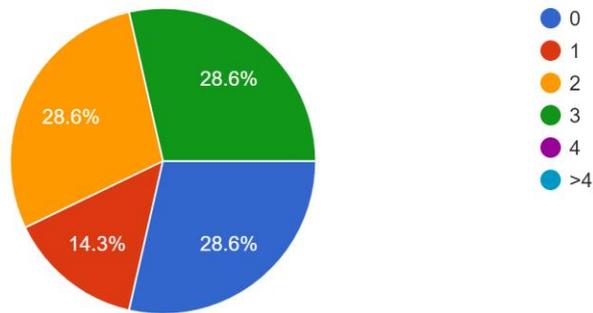
Question 15 was to see how many semesters teachers have taught using LMS apart from zoom. The results are that in semesters 0,2 and 3 28.6% used LMS. Lastly, 14.3% used LMS in semester 1.

I used an LMS other than Zoom to facilitate teaching face to face classes (prior to online delivery)

7 responses
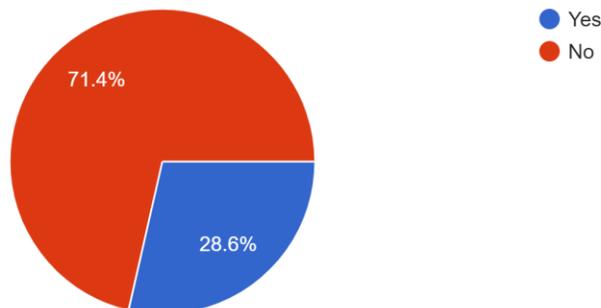
Question 16 was to find out if the teachers use an LMS other than Zoom to facilitate teaching face to face classes prior to online classes. As presented in the pie chart above with NO being the highest with 71.4% and YES being the lowest with 28.6%.

I plan to continue using Zoom to enhance my teaching after we return to face to face teaching.

8 responses
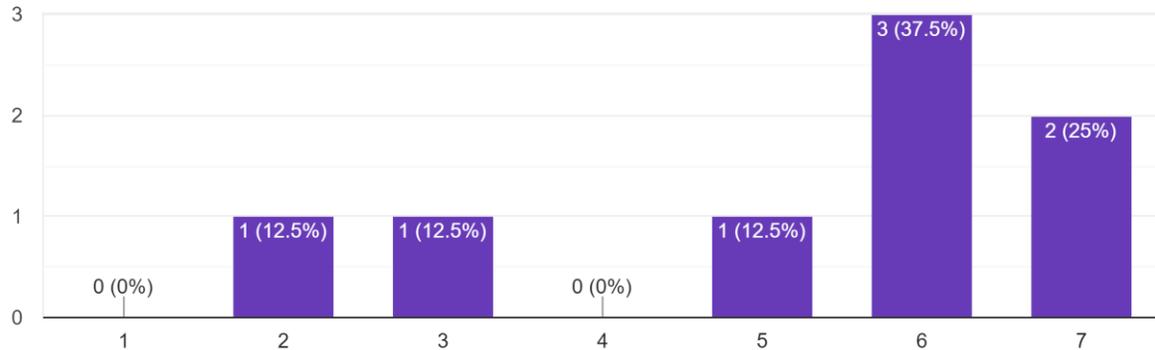
Question 17 was to find out if the teacher would continue to use zoom to enhance their teaching after they return to face-to-face teaching, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results were as follows, 6 being the highest with 37.5%, 7 being the second highest with 25%, and 5, 3, and 2 being the lowest with 12.5%.

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

8 responses
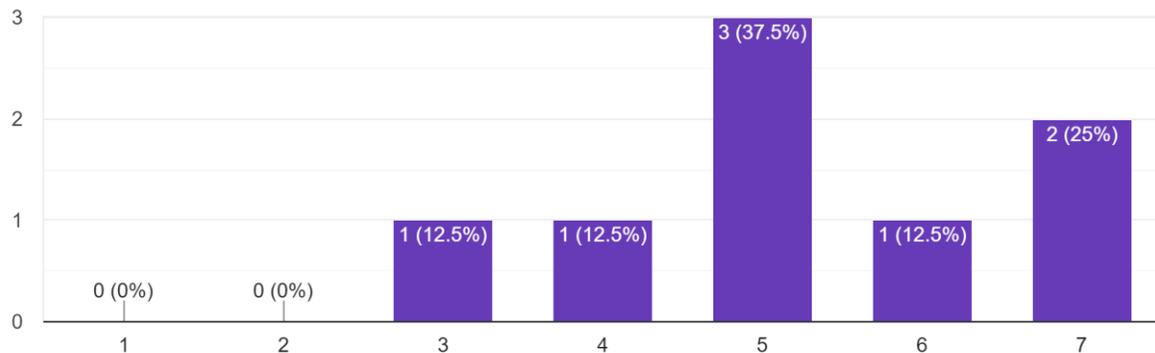
Question 18 was to find out if teachers would like to continue using LMS or to enhance teaching after face to face classes resume. The following was found using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. 5 being partially agree was the highest with 37.5%, following 7 being strongly agreed with 25%, and lastly, 3 being partially disagree, 4 being in between and 6 being agreed all with 12.5%.

Zoom fits well with the way I like to teach online.
8 responses
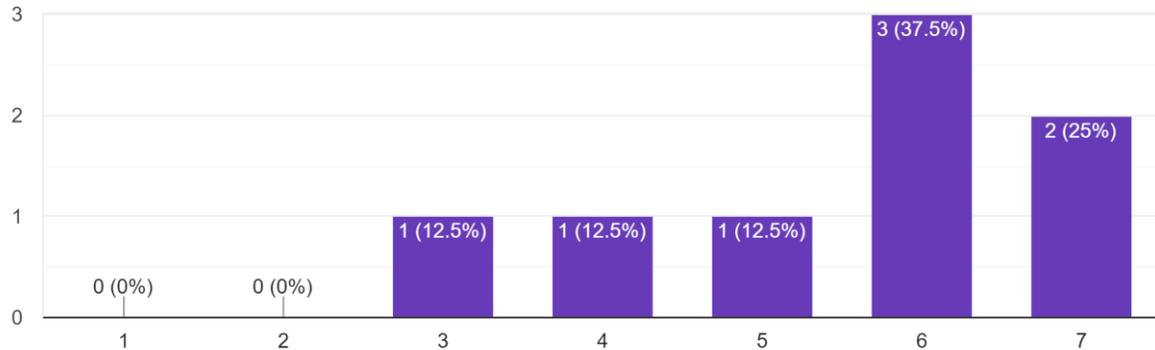
Question 19 to see if Zoom fits well with the way the teachers would like to teach online, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results were as follows, with 6 being the highest with 37.5%, 7 being the second highest with 25%, and 5, 4, and 3 being the lowest with 12.5%.

Zoom is compatible with all aspects of my online teaching.
8 responses
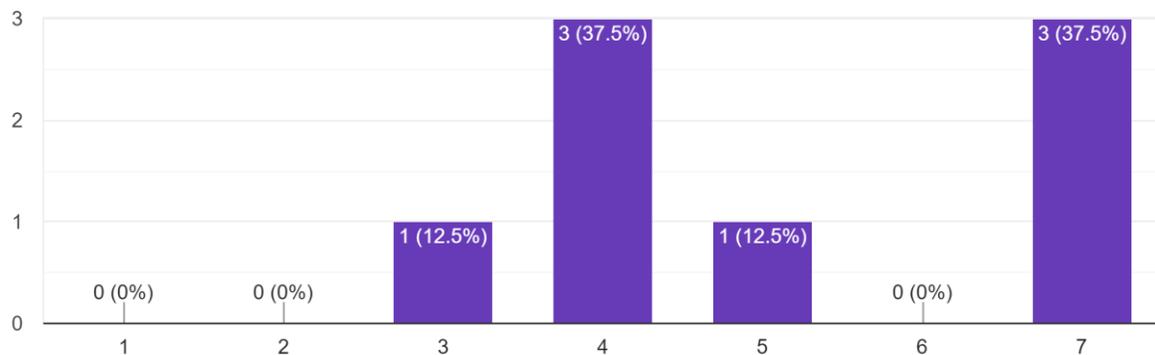
Question 20 was to find out if zoom is compatible with all aspects of online teaching. All the responses were as follows using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. 4 being in between and 7 being strongly agreed both with 37.5% and lastly 3 being partially disagree and 5 being partially agree both with 12.5%

Zoom is easy to use.
8 responses
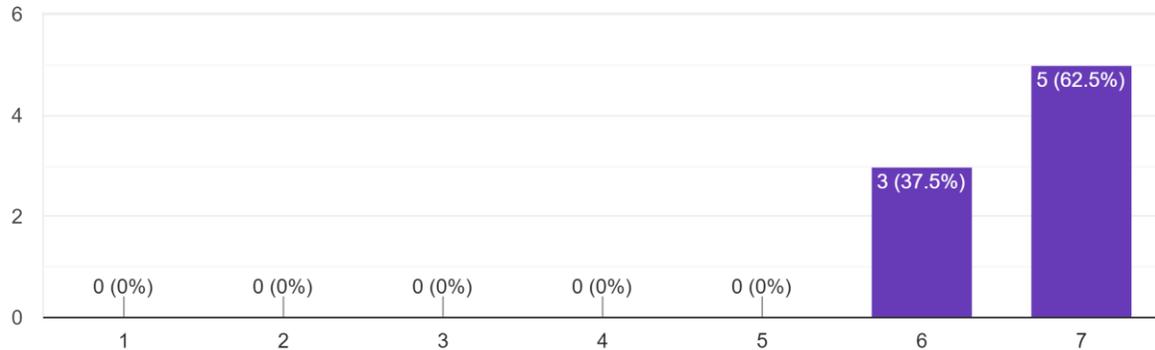
Question 21 was to find out if the teachers found Zoom is easy to use, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results were as follows, 7 being the highest with 62.5%, and 6 being the lowest with 37.5%.

Zoom is user friendly.
8 responses
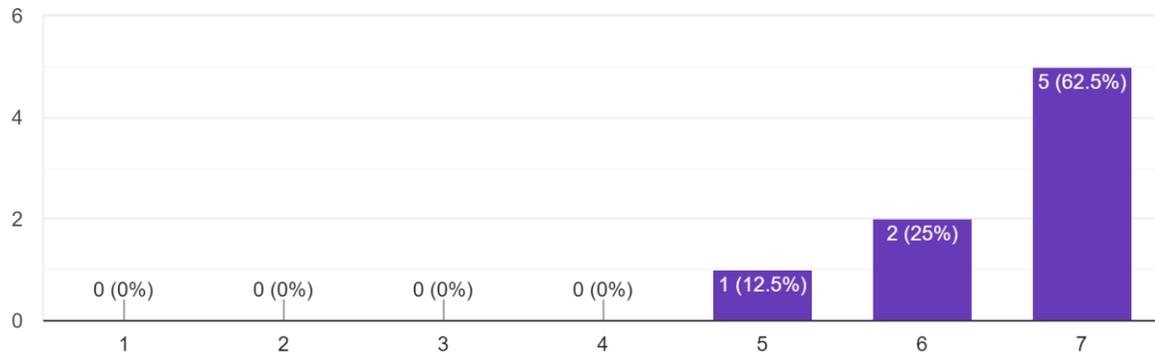
Question 22 was to find out if teachers believe that zoom is user friendly and the results were as followed. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree the following was found 7 being strongly agreed was the highest with 62.5%, following 6 being agreed with 25% and lastly 5 being partially agreed with 12.5%.

It is easy to get Zoom to do what I want it to do.

8 responses
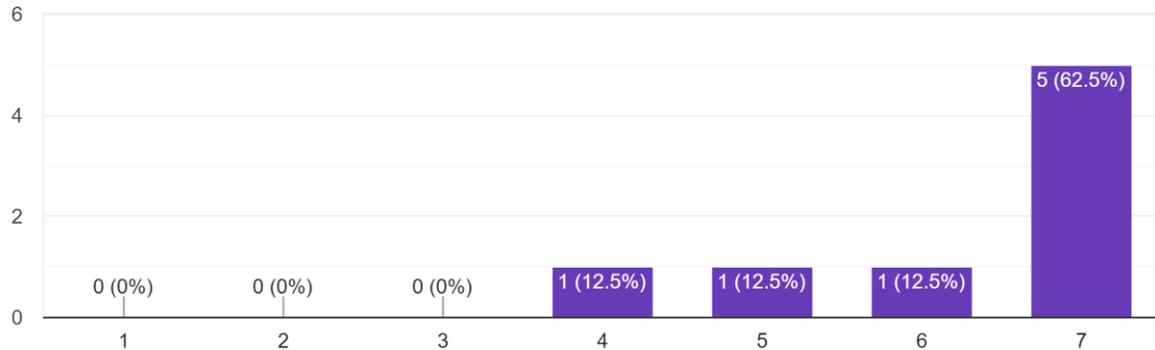
Question 23 was to find out if Zoom was easy for the teachers to use, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 being the highest with 62.5%, and 6, 5, and 4 with the lowest being 12.5%.

Zoom is easy to learn.

8 responses
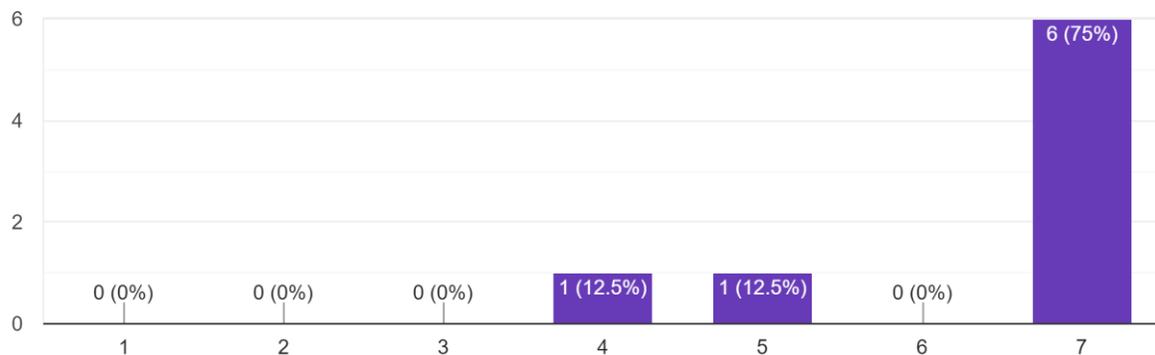
Question 24 was to get feedback from the teacher to see if zoom is easy to learn, Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, the following was seen. 7 being strongly agreed was the highest with 75% following 4 being in between and 5 being partially agreed both with 12.5%.

It is easy for me to become more skillful at using Zoom.

8 responses
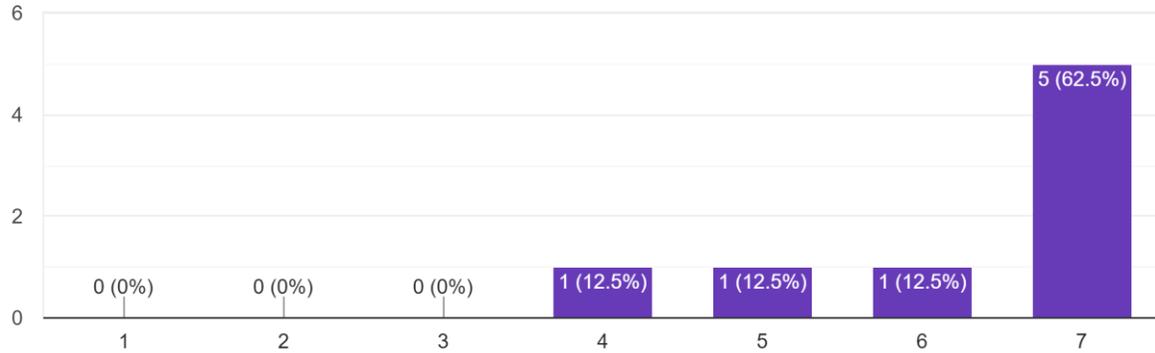
Question 25 was to see if zoom was easy for teachers to become more skillful and the results were as follows, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree and response were as followed 7 being strongly agree was the highest with 62.5%. Following 4 being in between, 5 being partially agreed and y being agreed all with a 12.5%.

New features of Zoom are easy to learn.

8 responses
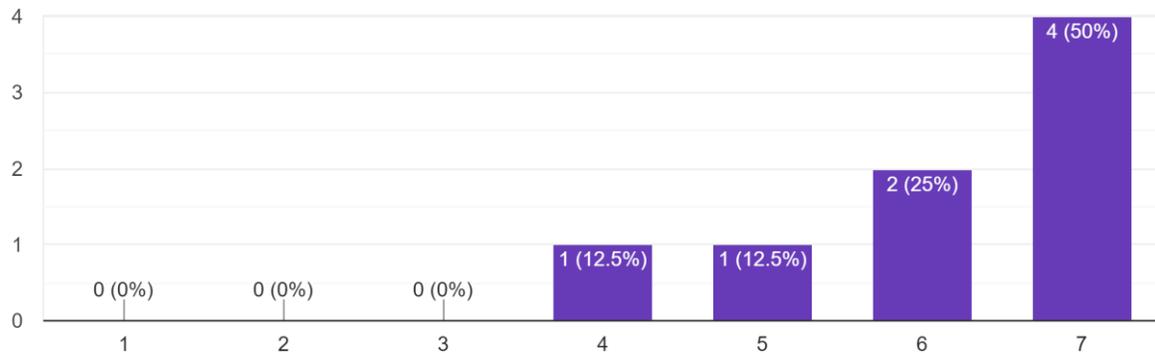
Question 26 was to see if the new features of zoom are easy to learn and the following results from the teachers are as followed. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, 7 being strongly agreed was the highest with a 50%, following 6 being agreed with a 25% and lastly 4 being in between and 5 being partially agreed both with 12.5%.

Do you think the output from Zoom to the students is presented in a useful format?

8 responses
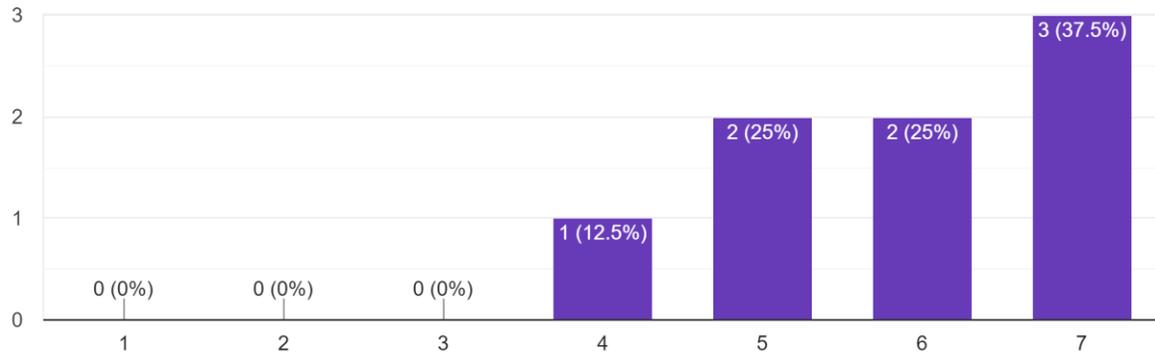
Question 27 was to find out if teachers think that the output from zoom to the students is presented in a useful format. The following responses were as follows, using a scale from 1-7, 1 being strongly disagree to 7 being strongly agreed. 37.5% was the highest which was 7 strongly agreed, following is 6 which is agreed and 5 being partially agreed both with a 25%, lastly there is 4 being in between with a 12.5%.

Can you provide accurate information to your students with Zoom?

8 responses
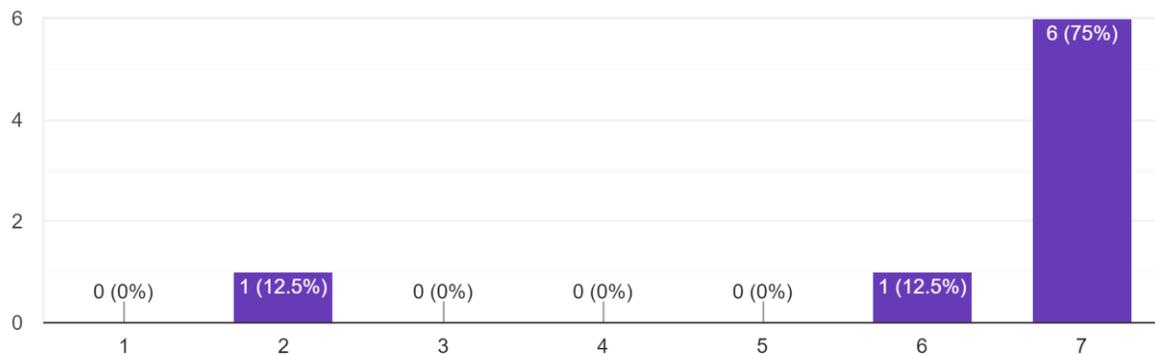
Question 28 was to find out if the teachers were able to provide accurate information to their students with Zoom, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows with 7 being the highest with 75%, and 6 and 2 being the lowest with 12.5%.

Can you provide up-to-date information to your students with Zoom?

8 responses
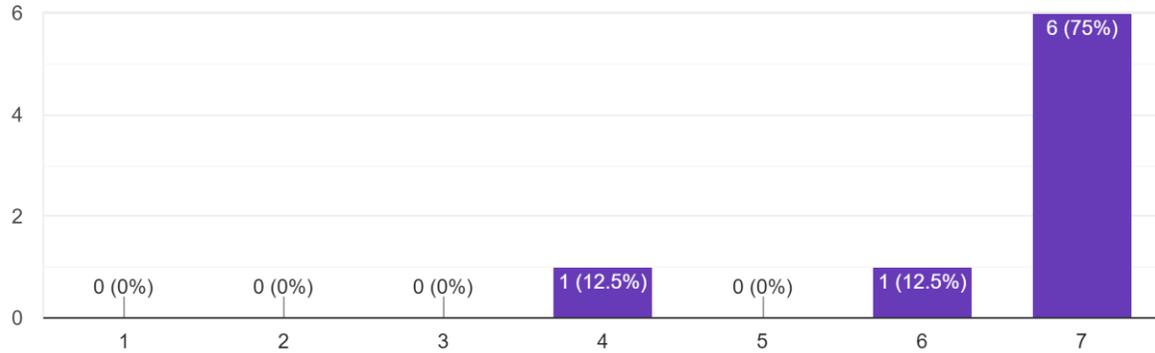
Question 29 was to see if the teacher were able to provide up-to-date information to their students using Zoom, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 being the highest with75%, and 6 and 4 being the lowest with 12.5%.

Can you provide information students need in time using Zoom?

8 responses
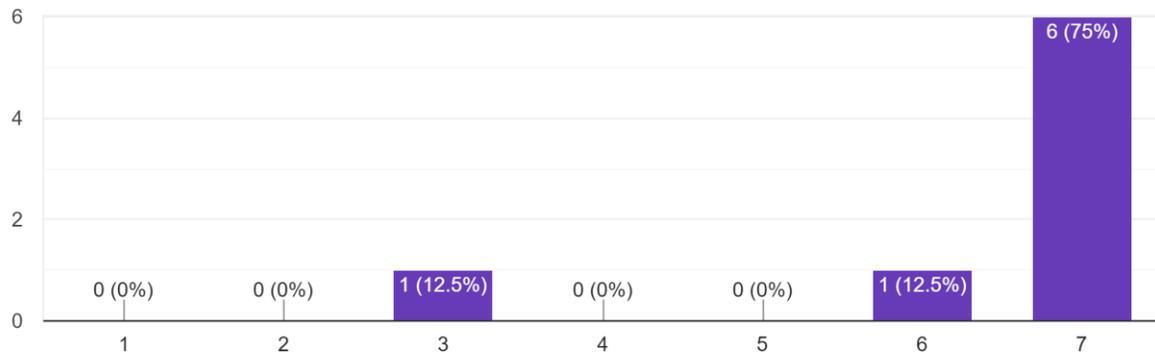
Question 30 was to find out if the teachers were able to provide information that the students would need in time using Zoom, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 being the highest with75%, and 6 and 4 being the lowest with 12.5%.

Can you provide information that seems to be just about exactly what your students need with Zoom ?

8 responses
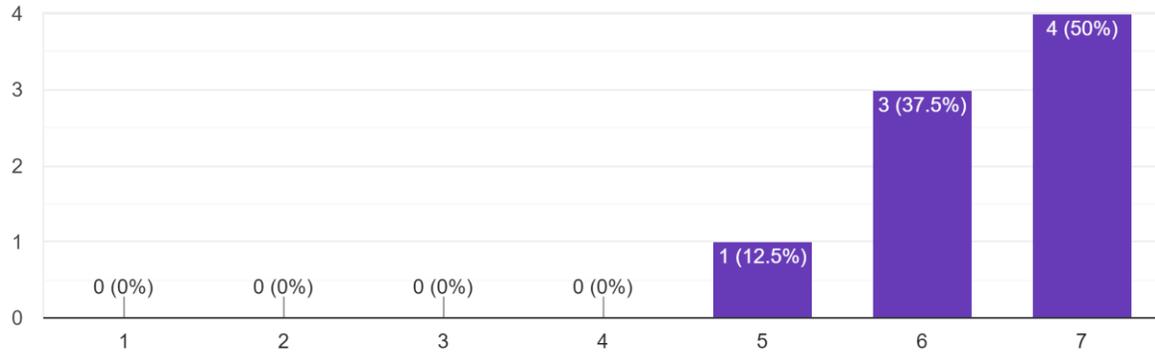
Question 31 was to find out if teachers can provide information that seems to be just about exactly what their students need with zoom. The following responses from the teachers were as follows, using a scale from 1-7, 1 being strongly disagreed and 7 being strongly agreed. The highest response was with a scale of 7 which is strongly agree with a 50%, following is 6 which is agreed with a 37.5% and lastly 5 peing partially agreed with a 12.5%.

Using Zoom will help me to accomplish my online teaching more quickly.

8 responses
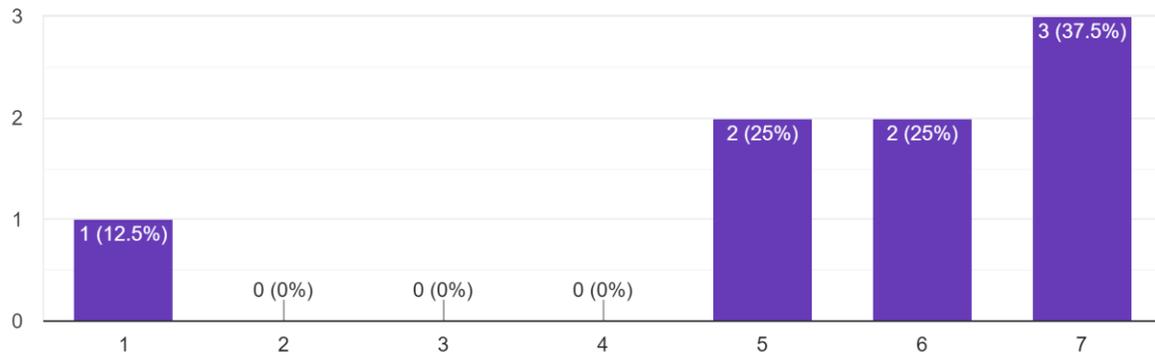
Question 32 was to find out if using Zoom helps teachers to finish their online classes more quickly, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 being the highest with 37.5%, 6 and 5 being the second highest with 25%, and 1 being the lowest with 12.5%.

Using Zoom will improve my online teaching performance.
8 responses
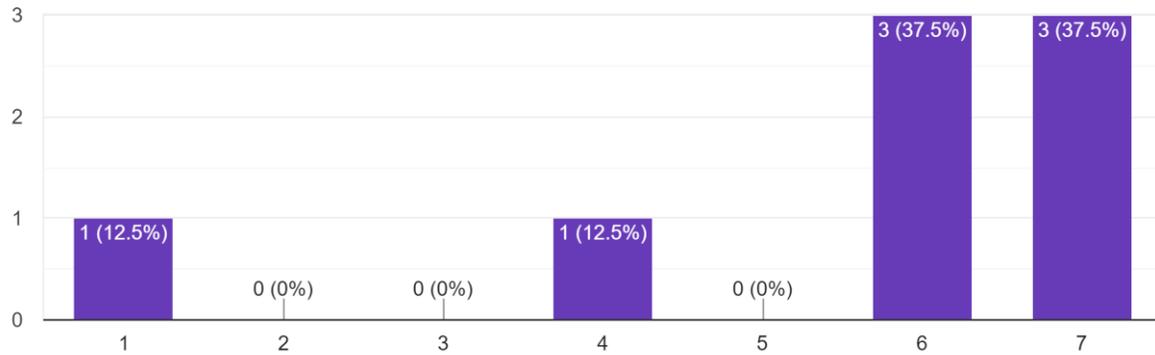
Question 33 was to see if the use of Zoom improves the teacher's online performance, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 and 6 being the highest with 37.5%, and 4 and 1 being the lowest with 12.5%.

Using Zoom will increase my online teaching productivity.
8 responses
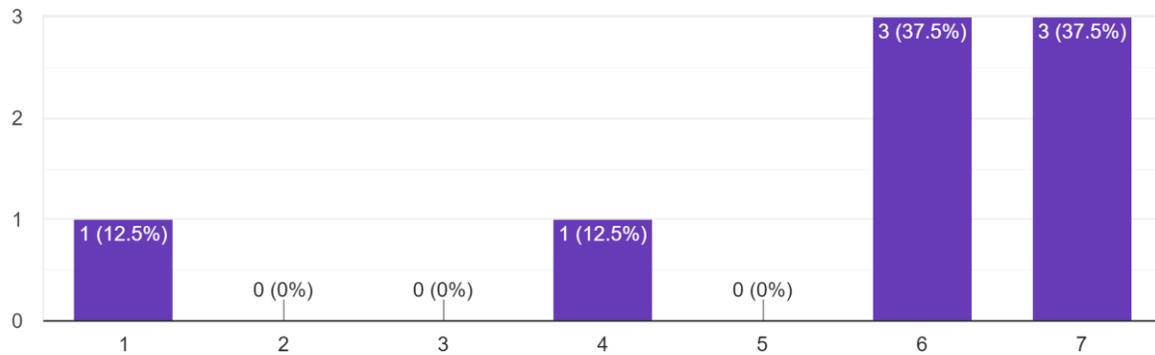
Question 34 was to see if the use of Zoom would increase the teacher's online teaching productivity, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 and 6 being the highest with 37.5%, and 4 and 1 being the lowest with 12.5%.

Using Zoom will enhance my effectiveness as a teacher while teaching online.

8 responses
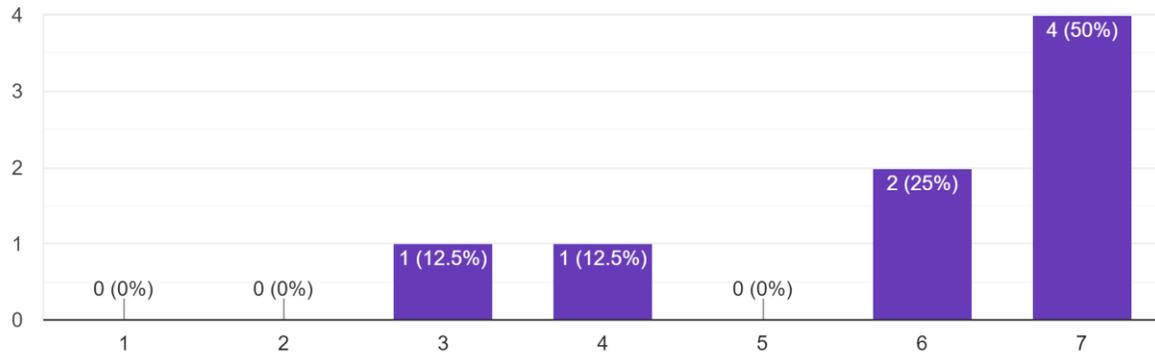
Question 35 was to see if the use of Zoom would enhance the effectiveness as a teacher while teaching online, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7 being the highest with 50%, 6 being the second highest with 25%, and 4 and 3 being the lowest with 12.5%

Using Zoom will make it easier to complete my teaching tasks while teaching online.

8 responses
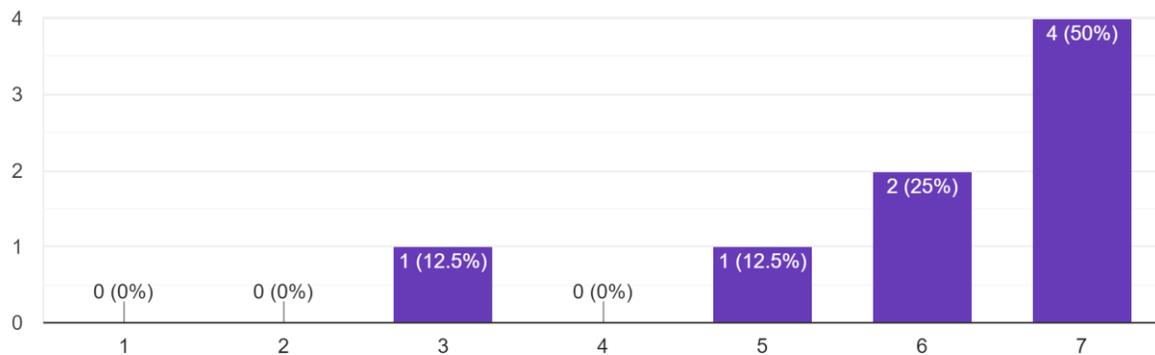
Question 36 was to see if using zoom will make it easier to complete their teaching task while teaching online. Using a scale from 1-7, 1 being strongly disagree and 7 being strongly agreed. The following were the results, the highest was 7 being strongly agree with a 50%, following is 6 being agree with a 25% and lastly there is 3 being partially disagree and 5 being partially agree both with a 12.5%

Using Zoom will give me greater control over my teaching tasks while teaching online.

8 responses
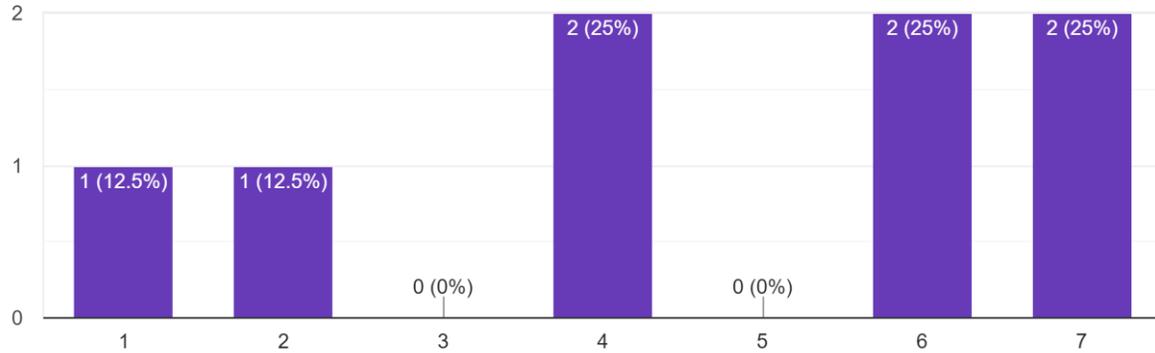
Question 37 was to find out if the use of Zoom will give the teachers a greater control over their teaching tasks while teaching online, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 7, 6, 4 being the highest with 25%, and 2 and 1 being the lowest with 12.5%.

Overall, I think that Zoom will be useful in my ability to teach online.

8 responses
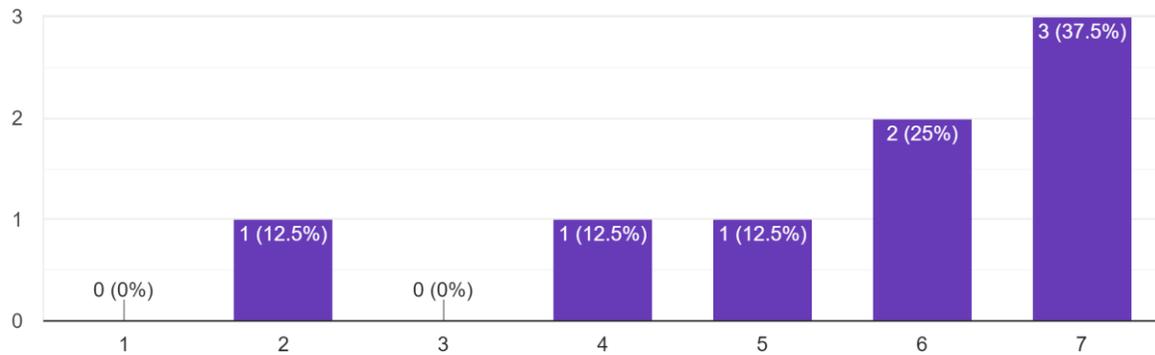
Question 38 was to see if the teachers thought that zoom will be useful in their ability to teach online. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, the highest was 7 being strongly agree with a 37.5%, following 6 being agreed with a 25% and lastly 2 being disagree, 4 being in between and 5 being partially agree all with a 12.5%.

Using Zoom will improve the quality of my online teaching.

7 responses
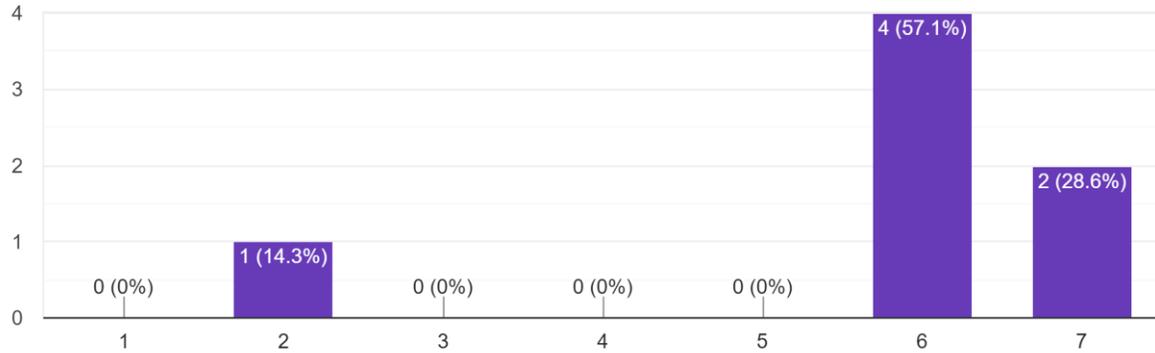
Question 39 was to find out if the use of Zoom improve the quality of the teachers online teaching, using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree. The results are as follows, 6 being the highest with 57.1%, 7 being the second highest with 28.6%

Zoom has a large positive impact on my effectiveness and productivity as an online teacher.

8 responses
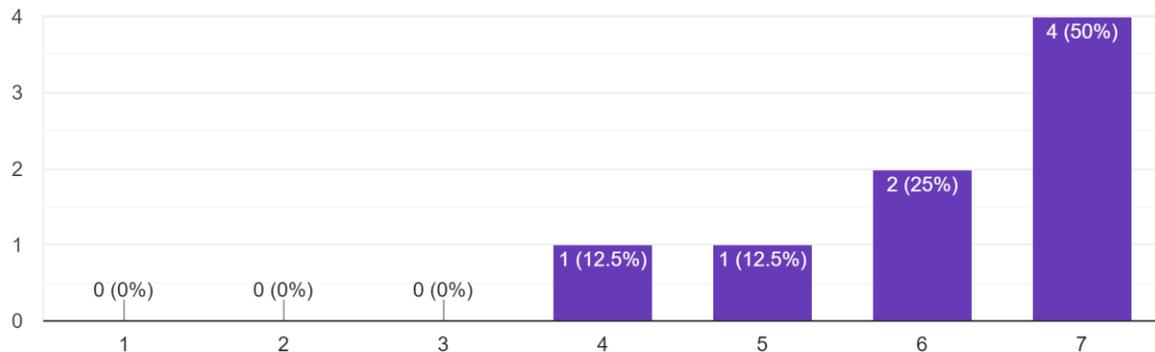
Question 40 was to see if the teachers thought that zoom have a large positive impact on their effectiveness and productivity as online teachers .Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, the highest was 7 being strongly agree with a 50%, following 6 being agreed with a 25% and lastly, 4 being in between and 5 being partially agree both with a 12.5%.

Zoom is an important and valuable aid to me in my online teaching.
8 responses
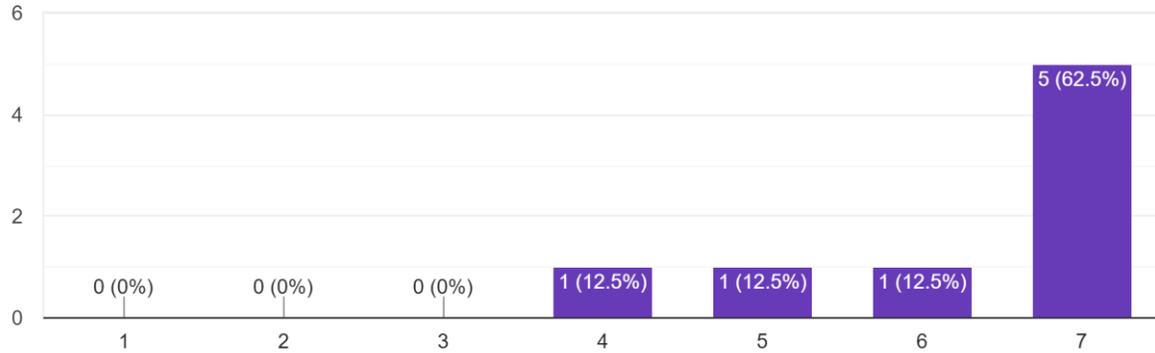
Question 41 was to see if the teachers thought that zoom is an important and valuable aid to them in online teaching. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, the highest was 7 being strongly agree with a 62.5%, following 6 being agree, 5 being partially agree and 4 being in between all with a 12.5%.

I teach better online with Zoom than without it.
8 responses
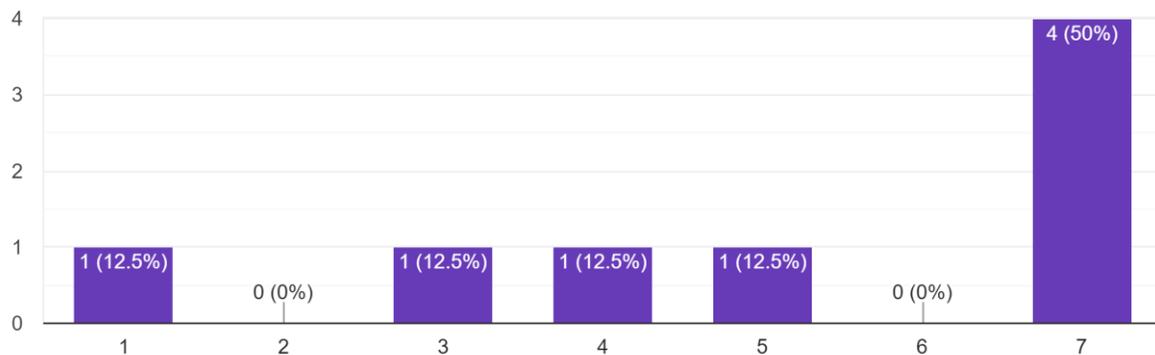
Question 42 was to see if the teachers teach better online with or without zoom. Using a scale from 1-7, 1 being strongly disagree to 7 being Strongly agree, the highest was 7 being strongly agree with a 50%, following 5 being partially agree, 4 being in between, 3 being partially disagree and 1 being strongly disagree all with a 12.5%.

If I could choose my own Learning Managements System it would fit well with teaching online.

8 responses
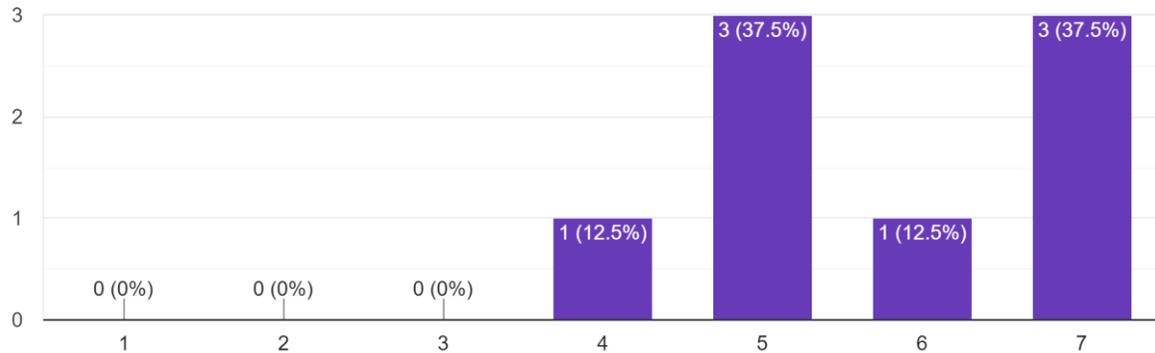
Question 43 was to see if the teachers could choose their own learning Management Systems and if it would fit well with the teaching online. Using a scale from 1-7, 1 being strongly disagree to 7 strongly agreeing, the highest was 7 being strongly agreed and 5 being partially agree both with a 37.5%, following 4 being in between and 6 being agree both with a 12.5%.

If I could choose my own Learning Managements System it would fit well with helping me to be efficient in teaching online.

8 responses
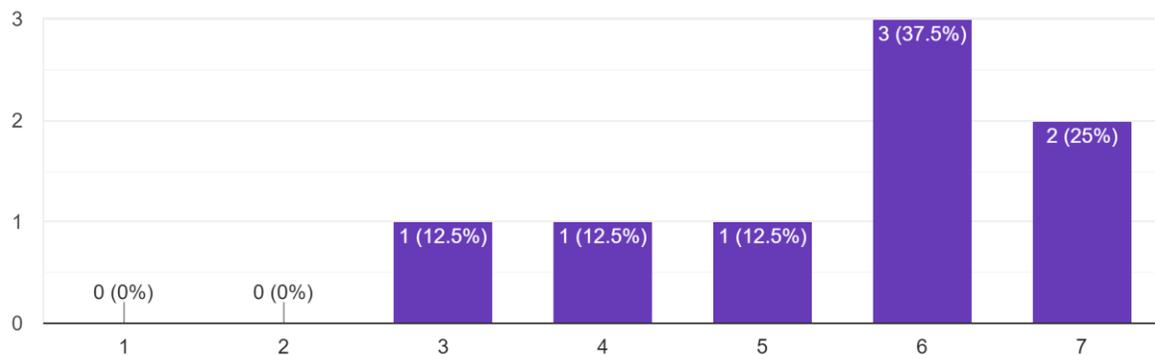
Question 44 was to see if the teachers could choose their own learning Management Systems and if it would fit well with helping them to be efficient in teaching online. Using a scale from 1-7, 1 being strongly disagreed to 7 Strongly agreeing, the highest was 6 Strongly agreeing with a 37.5%, following 7 strongly agreeing with a 25% and lastly, 3 being partially disagree, 4 being in between, 5 being partially agreed to all with a 12.5%.

If I could choose my own Learning Managements System it would be compatible with my online teaching.

8 responses
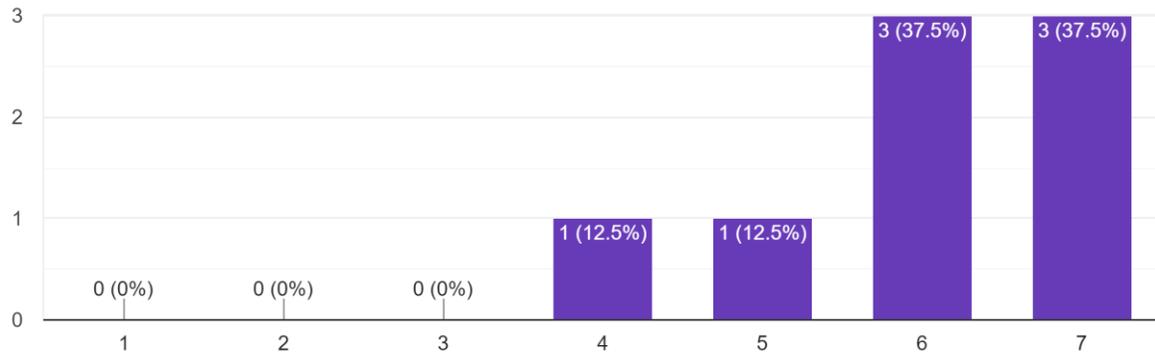
Question 45 was to see if the teachers could choose their own learning Management Systems and if they would be compatible with their online teaching. Using a scale from 1-7, 1 being strongly disagreed to 7 Strongly agreeing, the highest was 6 being agree and 7 being strongly agreed both with a 37.5%, following 4 being in between and 5 being partially agreed both with a 12.5%.

If I could choose my own Learning Managements System my online teaching performance would improve.

8 responses
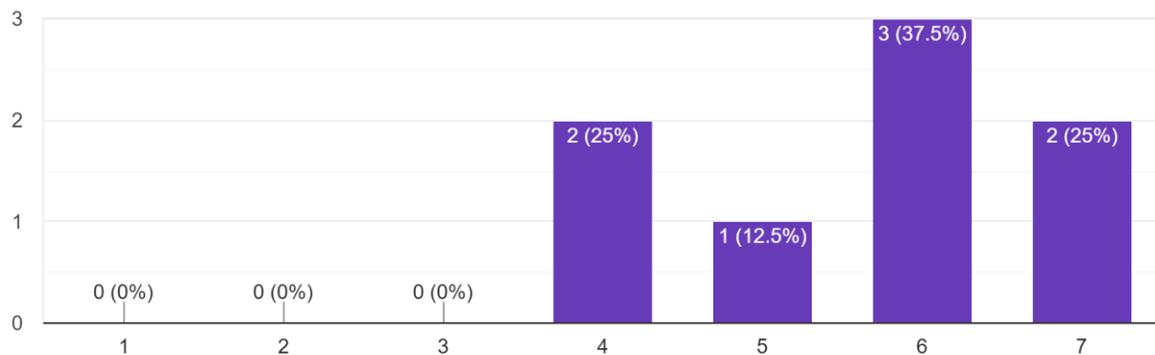
Question 46 was to see if the teachers could choose their own learning Management Systems and if their performance would improve. Using a scale from 1-7, 1 being strongly disagreed to 7 Strongly agreeing, the highest was 6 agreeing with a 37.5%, following 7 being strongly agreed, and 4 being in between both with 25%. Lastly, 5 partially agreeing with a 12.5%.

If I could choose my own Learning Managements System I would work faster while teaching online.

8 responses
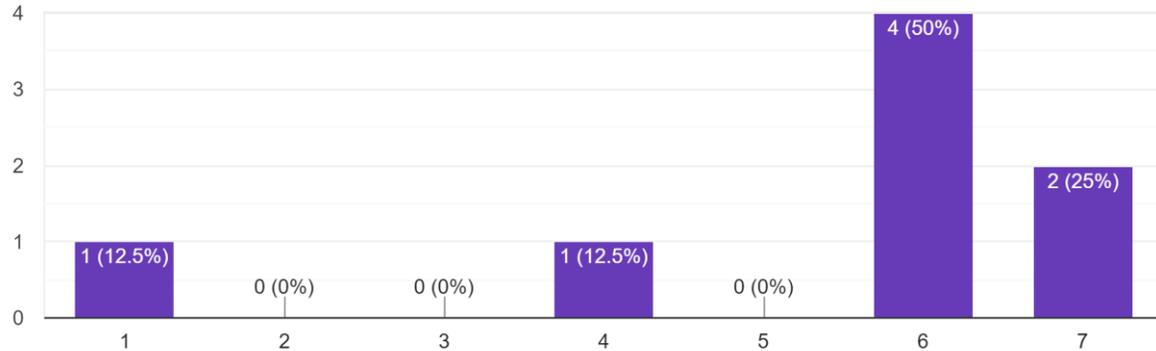
Question 47 was to see if the teachers could choose their own learning Management Systems and if they would work faster while teaching online. Using a scale from 1-7, 1 being strongly disagreed to 7 Strongly agreeing, the highest was 6 agreeing with a 50%, following 7 strongly agreeing with 25%. Lastly, 1 being strongly disagreed, 4 being in between 5 both with a 12.5%.

Objectives

The objectives of this research paper are as follows;
- To find out which Learning Management System (LMS) these teachers have and are using.
- To find out what their teaching preference is online or face-to-face classes.
- To find out how long they have been using the Learning Management System (LMS).
- To find out how well Task–technology fits.
- To find out the expected consequences of LMS usage.
- To find out the perceived impact on teaching that LMs has brought.
- To find out the consumerization Attitude

Body

The information system used by Trinity Methodist School is Zoom meetings. This specific technology holds a large capacity of the students which makes it easier for teachers to speak and video chat at the same time seeing students just as if they were face to face in class. This meeting can be hosted on laptops, tablets, cell phones, and desktops which gives everyone access as long as the link is provided by the host prior to the start of the meeting. This information system controls what happens during the meeting it is created for a specific host of people (students).

The concepts used by Trinity Methodist School are Survival, New product, services, and business models along with operational excellence. These three strategies were outlined while speaking to the principal because he emphasized how these three strategies push the school forward, into becoming better and stronger after the transition from face-to-face to online classes.

He stated survival strategy was one of the most important strategies used because of Covid-19 they were pushed to communicate with their students another way knowing how difficult and frustrating it can be.

He stated Operational excellence was another important factor because this was something new to them not everyone was familiar with the use of zoom but with training and practice, teachers got more familiarized with the tool in order to provide good services to the students and parents through interactions.

Overall he stated New products, services, and business models were very reliable because the school was given a discount in order to have parents purchase tablets for each student so the classes can be carried out and meet school expectations.

Conclusion

LMSs are a powerful technology that has yet to reach their full potential and are important for the Information Age paradigm of education. Because of their importance, greater care and understanding need to be used when applying the term in the research literature. By coming to an understanding of what LMSs are and how complementary technologies can be integrated with an LMS, researchers and practitioners will better be able to communicate regarding the state and future of computers in education. It is important to keep an eye on the needs of today's learners and how technology can be maximized to best meet those needs and to conduct research to help guide decisions and future applications of technology.
LMS has grown over the years where the movement of technology has been expanded not just in universities but also at primary, secondary, and even pre-school levels. Technology has become one of the most common usages although there are still glitches we do not understand overall it has been very sufficient to many schools across the globe. Research shows that the adjustment from face-to-face teaching to online learning has been a challenge but moreover teachers were able to comply with the instructions provided in order to carry out their task.

Limitations

There were several factors that influenced the study's outcome while it was being conducted. To begin with, it was difficult to locate a school to do the report about since due to the pandemic most of the schools are operating online. We sent requests to different institutions to ask permission to do the paper research about. We finally received a response from one of the institutions which is Trinity Methodist School. By the time we did, it was already late, we had to figure out how we would have reached out to the principal because the institution had been closed due to Covid-19. We called the principal who agreed to assist in passing out the survey so we can gather our information to start our researchThe feedback was fast because of the small staff of the School. Putting all the feedback together was a challenge because of the new technology system that was presented to us in this class.

Acknowledgment

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Appendix

Questionnaire

Task Technology Fit - Lecturers

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

Background Information

TTF

University of Belize

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

2. Please indicate your age range:

Mark only one oval.

- 20-30
- 31-40
- 41-50
- 51-60
- >60

3. Please indicate your highest degree attained:

Mark only one oval.

- Associates
- Bachelor's
- Masters
- PhD
- MD
- Other:

_____

4. Please indicate the class you teach in:

Mark only one oval.

- Infant I
- Standard I
- Standard III
- Standard VI
- Other:

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

Check all that apply.

☐ Moodle

☐ Google Classroom

Other: ☐ _____

Teaching Preferences

6. I prefer teaching face to face rather than online.

Mark only one oval.

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

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

Mark only one oval.

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

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

Mark only one oval.

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

9. I would want to teach some online courses after the Trinity Methodist School resumes face to face teaching.

Mark only one oval.

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

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

Mark only one oval.

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

11. I would not want to teach any online courses after the Trinity Methodist School moves back to face to face teaching.

Mark only one oval.

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

Prior Learning Management System (LMS) Use

12. Please state the number of terms you have used Zoom.

Mark only one oval.

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ >6

13. I used Zoom to facilitate teaching face to face classes prior to the Trinity Methodist's move to online delivery.

Mark only one oval.

○ Yes

○ No

14. I have taught classes utilizing an LMS other than Zoom.

Mark only one oval.

○ Yes

○ No

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

Mark only one oval.

○ 0

○ 1

○ 2

○ 3

○ 4

○ >4

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

Mark only one oval.

○ Yes

○ No

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

Mark only one oval.

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

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

Mark only one oval.

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

Task–technology fit

Please complete the following questions about ONLINE TEACHING.

19.   Zoom fits well with the way I like to teach online.

Mark only one oval.

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

20.   Zoom is compatible with all aspects of my online teaching.

Mark only one oval.

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

21.   Zoom is easy to use.

Mark only one oval.

1   2   3   4   5   6   7

Strongly Disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly Agree

22. Zoom is user friendly.

Mark only one oval.

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

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

Mark only one oval.

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

24. Zoom is easy to learn.

Mark only one oval.

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

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

Mark only one oval.

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

26. New features of Zoom are easy to learn.

Mark only one oval.

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

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

Mark only one oval.

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

28. Can you provide accurate information to your students with Zoom?

Mark only one oval.

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

29. Can you provide up-to-date information to your students with Zoom?

Mark only one oval.

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

30. Can you provide information students need in time using Zoom?

Mark only one oval.

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

31. Can you provide information that seems to be just about exactly what your students need with Zoom ?

Mark only one oval.

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

Expected consequences of LMS use

32. Using Zoom will help me to accomplish my online teaching more quickly.

Mark only one oval.

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

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

33. Using Zoom will help me to accomplish my online teaching more quickly.

Mark only one oval.

1   2   3   4   5   6   7

34.   Using Zoom will improve my online teaching performance.

Mark only one oval.

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

35.   Using Zoom will increase my online teaching productivity.

Mark only one oval.

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

36.   Using Zoom will enhance my effectiveness as a teacher while teaching online.

Mark only one oval.

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

37.   Using Zoom will make it easier to complete my teaching tasks while teaching online.

Mark only one oval.

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

38.   Using Zoom will give me greater control over my teaching tasks while teaching online.

Mark only one oval.

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

39. Overall, I think that Zoom will be useful in my ability to teach online.

Mark only one oval.

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

40. Using Zoom will improve the quality of my online teaching.

Mark only one oval.

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

PERCEIVED IMPACT ON TEACHING

41. Zoom has a large positive impact on my effectiveness and productivity as an online teacher.

Mark only one oval.

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

42. Zoom is an important and valuable aid to me in my online teaching.

Mark only one oval.

	1	2	3	4	5	6	7

Strongly Disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly Agree

43. I teach better online with Zoom than without it.

Mark only one oval.

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

Consumerization Attitude

Perceived fit / Expected Performance improvement

44. If I could choose my own Learning Managements System it would fit well with teaching online.

Mark only one oval.

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

45. If I could choose my own Learning Managements System it would fit well with helping me to be efficient in teaching online.

Mark only one oval.

	1	2	3	4	5	6	7

46. If I could choose my own Learning Managements System it would be compatible with my online teaching.

Mark only one oval.

Strongly Disagree	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Strongly Agree

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

47. If I could choose my own Learning Managements System my online teaching performance would improve.

Mark only one oval.

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

48. If I could choose my own Learning Managements System I would work faster while teaching online.

Mark only one oval.

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

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