Measuring the Success of Moodle at the University of Belize, Belize City Campus.

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Abstract

As the information of technology continues to expand around the world, Belize and its educational institutions have been opening to change in the way learning is being conducted through the form of e-learning. A research by the University of Belize has evaluated their information systems: Moodle into eight constructs: Information Quality, System Quality, Complimentary Technology, Self-Efficacy Measure, Service Quality, User Satisfaction, Use and Perceived Net Benefits. The eight constructs support the overall characteristics of Moodle which also help breakdown a better understanding of the success of the University of Belize's information system. Being equipped in a third world country, Moodle which is a Learning Management System (LMS) or e-Learning platform still has more possibilities to be enhanced at the University of Belize in order to be able to serve educators and learners. In order to measure the success of Moodle, 120 students evaluated the eight constructs of Moodle. The aim of this research was to evaluate the success of Moodle through the eight constructs and provide recommendations in how to enhance the information systems at the University of Belize.

Keywords: Moodle, Constructs of Moodle, Information Systems (IS), Service Quality, Pereceived Net Benefits, University of Belize, Learning Management Systems (LMS)

Introduction

In 2002, Martin Dougiamas developed the open source learning platform, Moodle, to allow educators to create online courses to facilitate interactive and collaborative content. Martin Dougiamas continues to work on the development of the software as the main developer, along with the core team at Moodle Headquarters. The Dougiamas group, and hundreds of other developers across the world have contributed significantly to the growth of Moodle through code testing, and being active participants in community forums.

The word Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. It is defined as a web-based Learning Management System (LMS) or e-Learning platform that serves educators and learners across the globe. Moodle is one of the most recognizable and widely used LMS across the world. It is used in 208 countries in 75 languages. The University of Belize (UB) has implemented Moodle, which complements its business objectives of customer and supplier intimacy; both students and educators are benefiting from the outcome-oriented classroom LMS. Moodle provides the ease for educators to share materials, manage access to learning, and update course content. Students can access Moodle using their student ID number and password. After signing in, students are able to communicate with not only their educators but even other students from the courses displayed on their Moodle Homepage. Moreover, tests can be computerized, grades can be viewed in Moodle, students can engage in real-time and asynchronous collaboration (forums, chats and wikis), and educators can also chat with students inside the e-classroom.

The purpose of this study is to determine the success of Moodle at the University of Belize, as well as to identify ways in which the system can be improved to increase the perceived net benefits to the students enrolled at UB. In 2015, UB introduced Moodle. Since then, the university continues its quest to maximize Moodle's full potential, determine its value and importance, and assess whether or not the system is successful. A quantitative research was conducted with student respondents from the University of Belize, Belize City campuses, to provide actual incite on their perspective of Moodle. The intent is to gather information through the use of questionnaires, to analyse how efficient and successful this system is and ways on how to improve Moodle at the university. The results of the survey will provide the management team of the university an awareness on the performance of the system (Moodle) used by educators, staff and students. The outcome of the research will also aid UB's effort in improving business functions and their strategic business objectives.

Literature Review

Brief History

Modular Object-Oriented Dynamic Learning Environment (Moodle) is a widely used LMS in both first world and third world countries. Moodle is an open source platform whose characteristics are, but not limited to, being user friendly, flexible and accessible. Lecturers can monitor Moodle usage by students, integrate the platform into other systems, manage personal/private information and interaction can happen simultaneously (Kasim and Khalid, 2016). Jebari, Boussedra and Etthouhami (2017) state that the use of Moodle has been exponentially, with management in higher levels education and companies trying to implement its system to promote distance learning methods to employees and customers. In understanding what makes Moodle successful or not we must first understand the measuring module used to measure the success of an Information Systems (IS).

For years researchers have derived a number of modules to explain what makes an IS successful. In hopes to develop a structure to measure the relevant variables influencing the success of IS, Delone and Mclean (1992) analyzed hundreds of papers related to said topic from 1981 and 1988. Based on their findings, they concluded that there were only six major factors influencing IS success; system quality, information quality, use, users satisfaction, individual impact and organizational impact. Adding to the previous work of Shannon and Weaver (1949) and Mason (1978) Delone and Mclean (1992) created their measuring model using the six major factors influencing IS success. Delone and Mclean (1992) state that these factors are

interdependent of each other. Delone and Mclean (1992) contribution was important in the understanding of IS success but was criticized by other researchers because of the lack of service quality among its variables. Delone and Maclean (2003) responded by updating their 10 years measuring model to include service quality, usage intentions together with system use and combined individual impact and organizational impact to form net benefits. Delone and Mclean (2003) maintain the six constructs; information quality, system quality and service quality together affects the system use and user satisfaction which jointly affects the net benefits (Alshibly, 2014).

Using the measuring module organizations need to determine whether the IS invested in is successful or not; ensuring that organizational goals are meet (Delone, Mc Lean & Petter, 2012). Lawler (2011) conducted a study at the University of Ballarat to identify if technical and expert support staff aided in Moodle's implementation success. The findings showed that credible and valuable support staff for Moodle led to its success as oppose to applying traditional project management. The factors influencing the success were; effective training on usage, support staff focus was on end users satisfaction, user's willingness to use the system, effective human interaction with support staff.

In contrast, K. Jebari, et al, (2017) tested Moodle Success by studying three types of learning patterns and compare the results against student profile. K. Jebari, et al, explained that teachers must not undervalue student's competency when using Moodle (Jebari et al, 2017). Results showed that having an e-learning methodology with group monitoring is the most successful when using Moodle. Students were more motivate to use the IS when lecturers made themselves more available.

The work of Lawler and Jebari et al showed that support staff influence the success of Moodle in both studies. These reviews provide useful information on the importance of customer intimacy in strategic planning.

The success of Moodle

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Methodology

The University of Belize utilizes Moodle, the global learning platform, which provides lecturers the tools to communicate, collaborate, and conduct assessments and course materials with students across all campuses. This learning platform creates a personalized environment or class setting which is very flexible and convenient for both students and lecturers.

We conducted a basic research since it was for academic purposes using a quantitative method. To collect data, the instrument used was a survey. The survey was distributed to 80 students from the Faculty of Social Sciences at the Belize City campus. There was limitation to our collection of data due to time constraints. The aim of our research was to determine the success rate of the University of Belize learning management system, Moodle. The survey questionnaires were pattern from the Information System Success Model (Delone and McLean, 2003) which uses six distinct constructs which has been frequently used in research of this nature. These interrelated constructs include, Information Quality, System Quality, Service Quality, User Satisfaction, Use and Perceived Net Benefits. The survey also included two additional constructs, Contemporary Technology Quality and Computer Self-Efficacy allowed us to capture data on their inter-relationship. As stated by Delone and McClean, quality has three dimensions that are related to use and user satisfaction. In this study we included Complimentary Technology Quality along with the three dimensions of quality from the Delone and McClean model to identify their relationships. We also applied the Computer Self Efficacy construct which has a direct relationship with Use and further related to User Satisfaction. Finally, based on the results of Use and User Satisfaction, we expected some influence on Perceived Net Benefit as stated by Delone and McClean.

The modified research model identified in figure 1 displays the basic research relationship between each constructs. Furthermore, we suggest the use of the below listed hypothesis to aid future researchers wishing to conduct applied research.

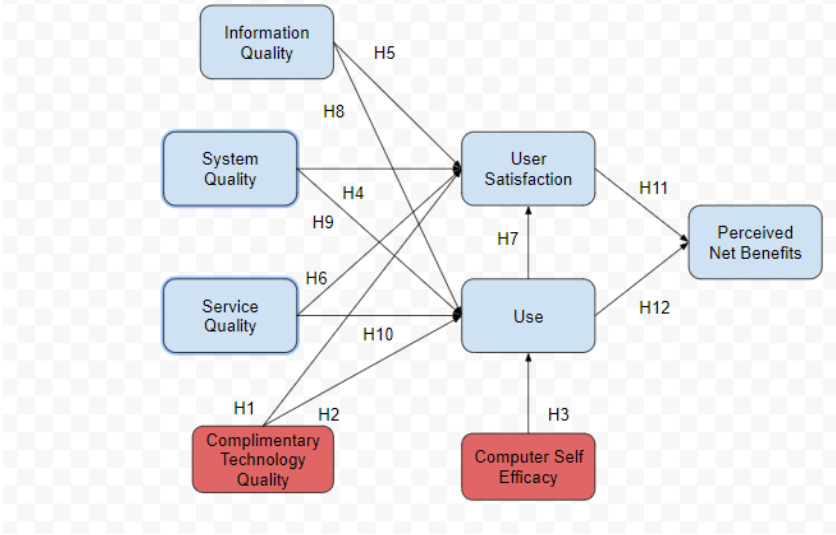

Figure 1. Modified Research Model

Proposed uu

H1. *Complementary technology quality will positively impact user satisfaction.*
H2. Complementary technology quality will positively impact system use.
H3. Computer self-efficacy will positively impact system use.
H4. System quality will positively impact user satisfaction.
H5. Information quality will positively impact user satisfaction.
H6. Service quality will positively impact user satisfaction.
H7. Use will positively impact user satisfaction.
H8. Information quality will positively impact use.
H9. System quality will positively impact use.
H10. Service quality will positively impact use.
H11.User satisfaction will positively impact perceived net benefit.
H12.Use will positively impact perceived net benefit.

Construct Measurement

For this research, we adopt a quantitative approach in an effort to ensure validity of the analysis. The 7 - point Likert Scale will be applied which allows for ease in analyzing the data collected. It is intended to capture agreement or disagreements on the various constructs in the model and to include a neutral midway point. A sample of the survey can be found at Appendix A.

Therefore, the study focuses on the University of Belize students by using the seven IS success dimensions which are: service quality, complementary quality, system quality, system use, perceived net benefits, user satisfaction and information quality

Sample and Data Collection

The characteristics of the respondents from the survey that measures the success of Moodle amongst the students of the University of Belize, Belize City are shown in table 1. The data from this survey was collected from a sample of 80 students attending the University of Belize, resulting in a response rate of 100%.

Table 1. Characteristics of Student Respondents		
Characteristics	**Quantity**	**Percentage**
Gender		
Male	24	30%
Female	56	70%
Age		
16 to 20	24	30%
21 to 25	28	35%
26 to 30	19	23.8%
31 to 35	3	3.8%
36 and over	6	7.5%
Faculty		
Education & Arts	4	5%
Science & Technology	4	5%
Nursing, Allied Health & Social Work	7	8.8%
Management & Social Science	65	81.3%
Education		
Associates	11	13.8%
Bachelors	68	85%
Masters	1	1.3%
Employment		
Fully Employed	44	55%
Part Time Employment	15	18.8%
Not Employed	21	26.3%
No. of Courses utilizing Moodle		
1	30	37.5%
2	20	25%
3	18	22.5%
4	8	10%
5	4	5%
6	0	0%
7	0	0%

Table 1. Characteristics of Student.

Data Analysis

An applied research was done to measure the success of Moodle amongst the students of the University of Belize, Belize City campus. Hypothesis testing was not done in this study; nevertheless the research conducted was to determine the success of eight constructs in the information system of Moodle. Histograms were made displaying average responses for each individual construct and also a histogram that display the overall average of all the constructs. The results are explain below:

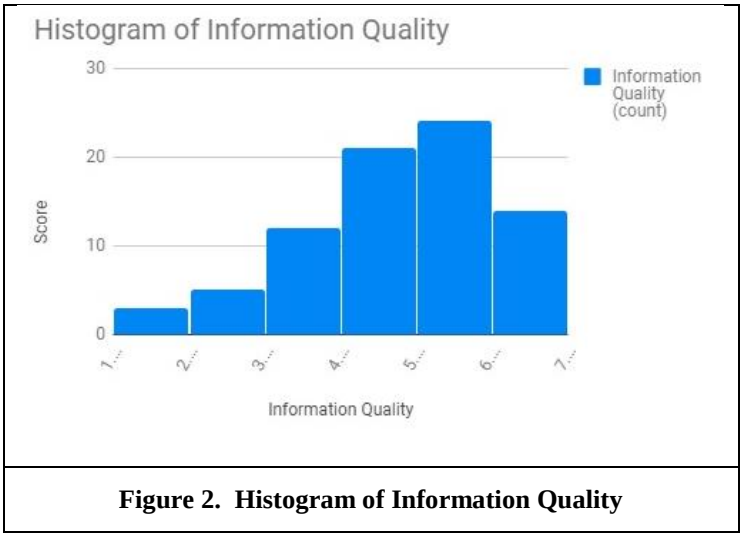

Figure 2. Histogram of Information Quality

Information Quality

Figure 2 is a Histogram of Information Quality. The graph shows the average responses for all the respondents that participated in the survey. Majority of the results are between a score of 5 and 6. This is a good indication that most students are satisfied with the quality of information on Moodle. A small portion of the students are not satisfied with the system quality of Moodle.

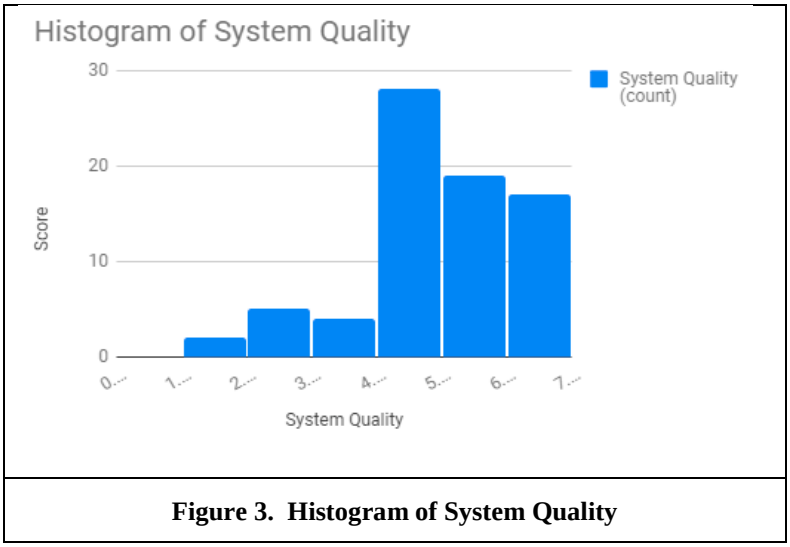

Figure 3. Histogram of System Quality

System Quality

The Histogram in figure 3 depicts the average responses for all the respondents that participated in the survey. Based on the Histogram of System Quality, most of the results are between the rates of 5, 6 and 7. These findings indicate that majority of the students believe Moodle easy to use and very user friendly. This also signifies that Moodle provides high-speed information access to students. Also to be noted that a small portion of the students are not satisfied with the System Quality of Moodle.

Figure 4. Histogram of Complementary Technology Quality

Complementary Technology

Figure 4 shows the averages responses for all the respondents that participated in the survey. Based on the Histogram, most of the students find the software, hardware and internet connect is adequate for Moodle. The greater majority of results are above the average frequency distribution, ranging from 4 to 7; which means that most students are satisfied with the Complementary Technology Quality of Moodle. Few students are not satisfied.

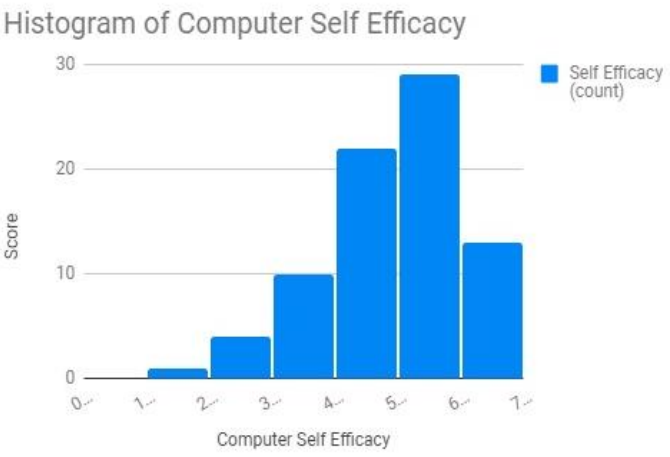

Figure 5. Histogram of Self-Efficacy

Self-Efficacy

The Histogram for figure 5 depict the averages of the Self-Efficacy measure from all respondents that participated in the survey. Based on the results the highest response rate was 6. This signifies that most students agree that they can complete their course requirement using Moodle. A small portion of the students are not satisfied with the Moodle as it pertains to Self-Efficacy, these results range between 1 and 3.

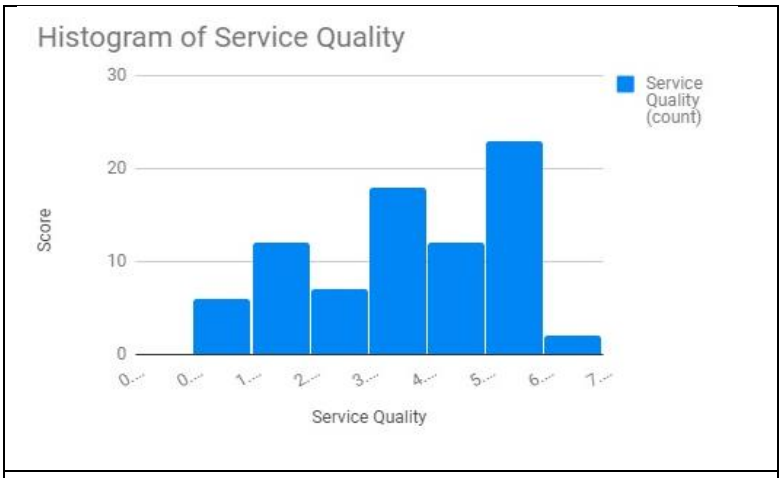

Figure 6. Histogram of Service Quality

Service Quality

The average responses by students indicates fluctuating result from Figure 6. The results show that students are indecisive on the Service Quality of Moodle. Based on the Histogram, the highest respondent average was 6, followed by 4 and 2. Interestingly respondent averages responses of 1, 3 and 5 shows that students were not pleased with the quality of service from the support staff of Moodle. There is room for improvement on the service quality indicating that the possibly IT technicians are not working to par or there are barriers between the students and IT department.

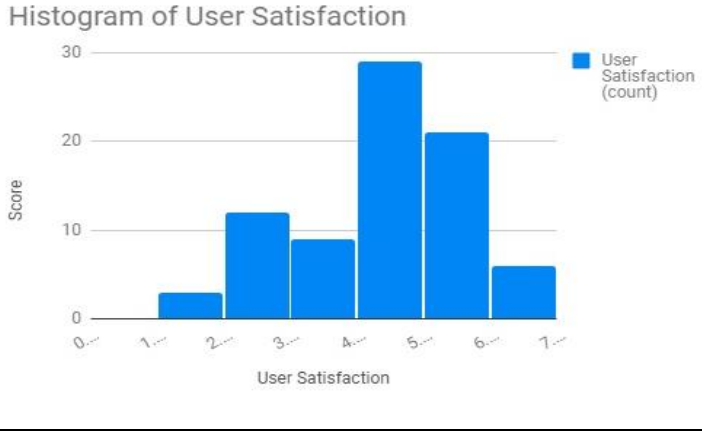

Figure 7. Histogram of User Satisfaction

User Satisfaction

The Users' Satisfaction is shown in the above Histogram, Figure 7. Based on the average responses from students, most of the results are between 5 and 6 which signify that users are satisfied. Almost 30 students slightly agreed with the User's Satisfaction of Moodle. A small amount of students are not satisfied with using Moodle.

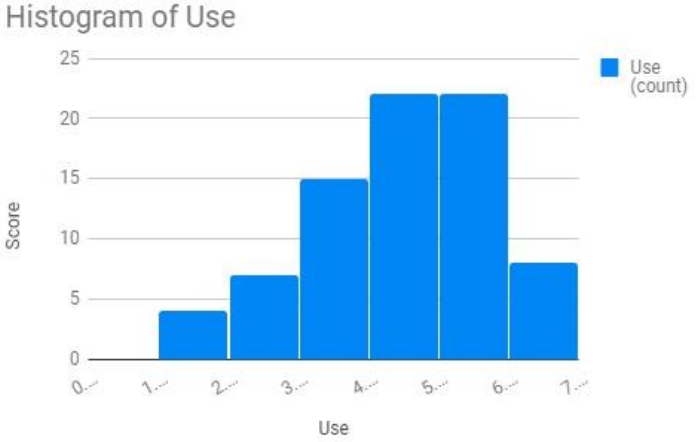

Figure 7. Histogram of User

Use

Figure 8 is a Histogram of Use. The graph shows the average responses for all the respondents that participated in the survey. Based on the Histogram, Most of the results are between 5 and 6 which means that frequency of use with Moodle is very high. However, it also shows that there isn't much usage of Moodle. This could possibly mean that few classes require the usage of Moodle.

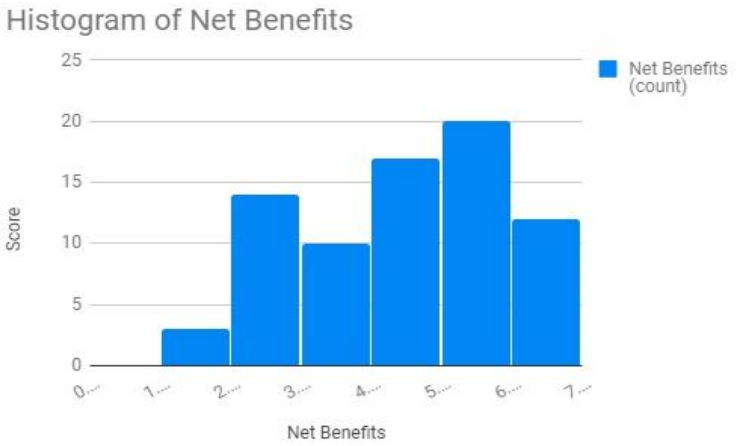

Figure 7. Histogram of Net Benefits

Net Benefits

The frequency distributions in the Histogram depict the averages Net Benefit by respondents who participated in the survey. Based on the histogram above, most of the results are between 5 and 6 which is good. However, it shows that there isn't much usage of Moodle. This could possibly mean that few classes require the usage of Moodle or it is not enforced by the lecturers.

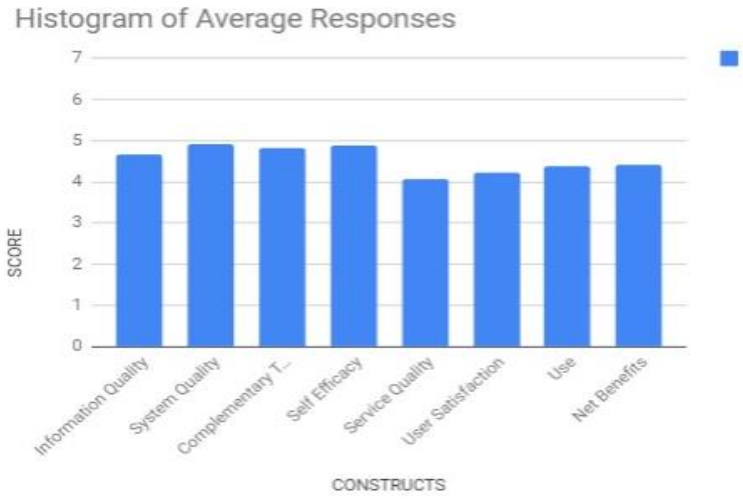

Figure9. Histogram of Average Responses

Average Responses

The Histogram represents the Average Responses from the 8 constructs. All Constructs showed good score with rates of 4 and above. Service Quality was the construct with the lowest score averaging right at 4. This means that students are satisfied with Moodle. However they are not satisfied with the Service Quality which could mean there is a communication barrier with the IT department at school or the IT department is not constantly maintaining Moodle.

Discussion

In measuring the success of Moodle at the University of Belize, Belize City campus an applied research method was conducted adopting Delone and McLean Information System framework. The model is made up with a frame of six constructs. The goal of this paper is to evaluate DeLone–McLean Model based on the six constructs identifying the least significant or weak supported relationships in the constructs (Delone and Mclean, 2003). The six constructs that make up the modified model consist of the Information Quality, System Quality, Service Quality, User Satisfaction, Use, and Net Benefits. Complimentary Technology Quality and Computer Self-Efficacy were added to assess the impact on a developing country such as Belize.

The responses from the 80 student respondents that participated in the survey for each constructs were different. Due to this factor, the overall assessment of the study revealed many variances. This could also be due to the fact that Moodle is not being utilized by all students because it is not enforced by lecturers. Further explanation could be that students may not need to access any information or work from the system. The less varied construct was the Complimentary Technology and Computer Self-Efficacy which were the two new constructs added to the frame. This shows that the new construct had little impact on the previous model and indicates that students are fairly satisfied with level of technology in the country.

The most important construct to measure the success of Moodle is the perceived Net Benefits. This construct provides a view of the level of satisfaction users have using Moodle. The results show that the system is successful for the University because people are satisfied with Moodle. The overall average of responses rate was 4.5 for this construct. The results are greater than the neutral point of 3.5, which means that more students find Moodle to be helpful and beneficial.

Based on the average response construct, the highest frequency distribution was the System Quality. The average respondent's rate for service quality was a 4.9. This is significantly above the neutral point which is 3.5. The results indicate that majority students at the Belize City campus find that Moodle is easy to use, very user-friendly and it provides access to high speed information. The lowest frequency distribution is the Service Quality. The rate for the construct is a 4 meaning that it is a little above the neutral point. Improvements can be made to Service Qualityto help make Moodle a success based on figure 6. A logical explanation for this Service Quality being the lowest is IT technicians are not doing their job or their job requirements are not explained properly.

In conclusion, the overall net benefits of Moodle are greater than the neutral point of 3.5, which indicate that student find great use in the system and it is successful. System quality requires significant improvements. The Moodle support staff and technician needs proper training which will result in better service offered to students. Keeping information on Moodle updated, responding promptly when users experience problems with Moodle, and expressing genuine interest to resolve student problems on Moodle would be practices that would increase service quality instantly. Despite the negative factor of service quality, all frequency distributions on the average response construct are above the neutral point. This leaves us to conclude that the modular objective-oriented dynamic learning environment is fairly successful.

Conclusion

The overall success of Moodle had to be broken down into six main constructs: Information Quality, System Quality, Service Quality, User Satisfaction, Use and Perceived Net Benefits. The six constructs along with the addition of complementary technology and the self-efficacy measure had become the basis of gathering data in order to evaluate all parts of information systems in Moodle. Upon analysing the constructs, a connection was made through the user satisfaction being highly agreeable which boosted the self-efficacy measure because since Moodle was user friendly, users were capable in self applying themselves in using Moodle. In addition, complementary technology also created an impact on the other constructs because the internet, software and hardware also played a crucial part in counterbalancing the other qualities of Moodle, especially the Perceived Net Benefits. Since the University of Belize is an educational institution from a

third world country, the additional constructs made it crucial to the study in order to maximize the overall analysis of Moodle.

The information gathered also serves in providing further research based on the analysis of success of Moodle. This research showed mostly positive results in the overall success of Moodle from the students of the University of Belize, Belize City Campus. The Service Quality of Moodle was the least satisfactory out of all other constructs. Analysis indicates that service quality provided by information technology administrators are not working satisfactory to the user's expectations which indicates room for improvement in this construct of Moodle. Also, the Perceived Net Benefits showed the most mixed ratings from all other constructs. Analysis indicates that users are not mandatorily utilizing Moodle in every course at the University of Belize. To conclude, all constructs still indicated above 4 score indicating a positive result on the success of Moodle.

Limitation

Several limitations impacted the findings of the research. The sample size of the research was narrowed to one hundred and twenty students out of more than four thousand students attending the University of Belize; hence, difficulty will be present in finding a significant relationship from the data gathered. Time was another limitation in the research because since the course was less than four months, the research had limited time to provide more information than deemed necessary. The researchers also had other courses to take into consideration along with this research which made the researcher's academic life time consuming, not giving their full time in this research. Lastly, this research was only able to gain respondents from one campus out of the four campuses which the University of Belize has making the data opinionated to only one side of territory in Belize.

Recommendation

Moodle is a promising Learning Management System (LMS) because it's constantly being revised and enhanced to better equip its users. With this said, The University of Belize should demand all lecturers to utilize the use of Moodle in all necessary areas of teaching in order to be more involved in the use of information systems. This will increase the perceived net benefit on the success of Moodle.

Also, another recommendation would be to enhance the service quality between Moodle and its users. By enhancing the service quality, there will be an increase of user intimacy which will help strengthen the bond between Moodle and the students of the University of Belize. The Information Technology Department could be given user intimacy training in providing better quality of service to the students. The Information Technology Department in the University of Belize could also implement free available chat rooms for immediate assistance.

Lastly, since self-efficacy is highly satisfactory in this research, students can be educated and be given even more extensive options to maximize the features of Moodle. These recommendations were chosen based on analysis of the data collected. Future research is also recommended in order to provide more information on the success of Moodle.

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Appendix A

Questionnaire – "Measuring the Success of Moodle: A Study At the University of Belize"

Purpose

Your University of Belize has invested in Moodle, E-learning software, for the benefit of you and your lecturers. We would like to measure the success of Moodle at the University of Belize. The data gathered from this survey will be used to complete a final research paper for the Management Information System, CMPS 3012 course at the University of Belize.

Please answer the questions in relation to the success of Moodle. Your individual responses to the survey will be strictly confidential.

Instructions

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

Background Information	Answers
Please indicate your age group:	16 -20 ☐ 21 - 25 ☐ 26 - 30 ☐ 31 - 35 ☐ 36 and over ☐
Please indicate your gender:	Male ☐ Female ☐
Please indicate faculty of study:	Education & Arts ☐ Science & Technology ☐ Nursing, Allied Health and Social Work ☐ Management and Social Sciences ☐
Please indicate your level of study:	Associates ☐ Bachelors ☐ Masters ☐
Please indicate your employment status:	Fully Employed ☐ Part Time Employment ☐ Not Employed ☐
How many of your current courses utilize Moodle?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

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

1. Moodle Information Quality	Disagree ----------Agree
Does Moodle provide the exact information you need?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Is the information on Moodle available at all times?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Does Moodle provide information that is useful to your academic studies?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Is the information on Moodle adequate?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Are the information represented on Moodle easy to understand?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Is the information on Moodle up-to-date?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
2. Moodle System Quality	**Disagree ----------**
Is Moodle easy to use?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Is Moodle user-friendly?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Does Moodle provide high-speed information access?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Are the features in Moodle interactive?	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
3. Moodle Complementary Technology Quality	**Disagree ----------Agree**
The device software (desktop computer, laptop, mobile device) used to access your Moodle account is adequate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
The hardware on the device (desktop computer, laptop, mobile device) used to access your Moodle account is adequate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
The speed of the Internet connection used to access the Moodle is adequate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
The reliability of the Internet connection used to access Moodle is adequate.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

4. Moodle Computer Self-Efficacy Measure	Disagree ----------Agree
I COULD COMPLETE MY COURSE REQUIREMENTS USING MOODLE….	
...if there was no one around to tell me what to do as I go.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I had never used an information system like it before.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if had Moodle manuals for reference.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I had seen someone else using Moodle before trying it myself.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I could call someone for help if I got stuck.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if someone else had helped me get started.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I had a lot of time to complete the assignment/test for which Moodle was provided.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I had just the built-in help facility for assistance.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if someone showed me how to do it first.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
...if I had used similar information systems before this one to do the same job.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

5. Moodle Service Quality	Disagree ----------Agree
The support staffs keep Moodle up to date.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
When students have a problem, Moodle support staff shows a sincere interest in solving it.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Moodle support staff responds promptly when users have a problem.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Moodle support staff tell users exactly when services will be performed.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

6. Moodle User Satisfaction	Disagree ----------Agree
Most students bring a positive attitude or evaluation towards Moodle function.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
You think that the perceived usefulness about Moodle is high.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Moodle has met your expectations.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
You are satisfied with Moodle.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
7. Moodle Use	**Disagree ----------Agree**
The frequency of use with the Moodle is high.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
You depend on Moodle.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I was able to complete a task on Moodle even if there was no one around to tell me what to do as I go.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
I have the knowledge necessary to use Moodle.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
8. Moodle Perceived net benefits	**Disagree ----------Agree**
Moodle helps you improve your educational performance.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Moodle helps you save school related cost.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Moodle helps you achieve your academic goals.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Using Moodle at University of Belize increases your academic productivity.	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
Overall, using the Moodle enhances your academic performance	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Please return this survey to the person who gave you the form. Thank you for your participation.