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Factors Affecting Learning Management System Usage among Undergraduate Students of the University of Sri Jayewardenepura

by

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A thesis submitted to the University of Sri Jayewardenepura in partial fulfillment of the requirements for the Degree of Master of Science in Management

Declaration

The work described in this thesis was carried out by me under the supervision of Dr. S. M. Samarsinghe and a report on this has not been submitted in whole or in part to any university or any other institution for another Degree/ Diploma.

27/06/2016

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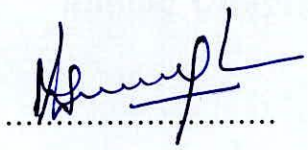
I certify that the above statement made by the candidate is true and that this thesis is suitable for submission to the University for the purpose of evaluation.



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Factors Affecting Learning Management System Usage among Undergraduate Students of the University of Sri Jayewardenepura

R. M. G. S. Jayarathna

ABSTRACT

With the main objective of LMS being the enhancement of effective learning, the system benefits LMS usage when reported to have a high number. As a result of having to complete internship training, some undergraduates do not physically attend lectures, placing strong emphasis on the need to identify the factors that affect LMS usage.

This research aimed to find the level of LMS usage and factors affecting it among undergraduate students of University of Sri Jayewardenepura by proposing a model intended to explain behavioral intentions to use LMS.

Following the quantitative approach, data was collected through a survey using the hard copy of the questionnaire and the Google form. Stratified random sampling was applied as the technique for developing the groups from the population to derive a sample that contained homogenous characteristics among 760 undergraduates of University of Sri Jayewardenepura of four faculties. To fulfill the research objective, data analysis was conducted under descriptive analysis, measurement model analysis, SEM testing and Hypotheses test using SEM outputs of the best fitted model.

Descriptive analysis found that existing level of Perceived Usefulness, Perceived Ease of Use, Intention to Use, Subjective Norms, Self Efficacy, Technical Support and Experience in the internet and Computer of LMS are moderately higher except Anxiety which was observed to be moderately low. The students who have high level of Subjective Norm to use LMS, high level of Self Efficacy to use LMS, high level of Technical Support to use LMS, were with more Perceived Usefulness on LMS. The students, who had high level of Subjective Norms to use LMS, had more Intention to Use LMS. The students, who showed more Perceived Usefulness on LMS, had more Intention to Use LMS. Hence, it can be recommended that Subjective Norms to use LMS, Self Efficacy to use LMS and Technical Support to use LMS must be enhanced to achieve higher levels of LMS usage. The students, who had high levels of Self Efficacy

to use LMS and lower level of Anxiety to use LMS, were reported to have more Perceived Ease of Use on LMS. Therefore, it is important to enhance Self Efficacy to use LMS and eliminate the Anxiety to use LMS to improve the Ease of Use on LMS.

Key words: *LMS; Behavioral Intentions; Usage; Stratified Random Sampling; SEM; Perceived Usefulness; Perceived Ease of Use; Intention to Use; Subjective Norms; Self Efficacy; Technical Support; Experience in the internet and Computer; Anxiety*

Chapter 1: Introduction

1.1.Background of the Study

The novel advancements of Information and Communication Technologies (ICT) has undoubtedly produced a drastic impact on various aspects of the human society in today's world and the influence of commerce, politics and education in this backdrop is also noteworthy. As a result, man has not been hesitant to term the present society as the "global village", "information society" and "knowledge society" which is symbolic of the rapid changes in modern society and the new realities the society has to face (Al-Harbi 2010).

Almost all the organizations in the face of these new challenges in addition to their major focuses such as the business, size, function have paid much of their attention to the innovate approaches for many years towards this new advancement. Among them, the contribution of ICT in the educational sector is noteworthy. There were many improvements on the instructional and interactive technologies. They led to the institutions of tertiary education to consistently endeavor in delivering quality education to the student community (Thowfeek & Hussin 2008).

Under student centered learning in the 21st century, most of the educational institutions with technology have paved the way for the students to improve their own abilities to achieve higher standards in contrast to the traditional learning styles (Silva 2014).

Further, the competence of IT with the internet has brought drastic changes in the society (Wu 2015; Bartling & Friesike 2013). At the same time, the role of electronic communication and digital network is also indispensable as a mode of transforming the way of personal communication and entertainment. There are other uses namely E-learning, E-commerce, E-business, E-shopping, E-banking, E-book, E-administration and E-mail, and that mark the penetration of technology at individual level and this has had a tremendous effect on one's requirement and opportunity to learn. Coupled with this, the greater in advancement in E-learning it becomes closer to the man with the use of the internet technologies to enhance knowledge and performance (Silva 2014).

The term 'Electronic learning or E- learning' has been provided with various definitions by different authors. As its name sounds, 'e' is a prefix for electronic, and, to be more