

LEARNING MANAGEMENT SYSTEM AND INDIVIDUAL LEARNING EFFECTIVENESS: AN APPLICATION OF THE DELONE AND MCLEAN IS SUCCESS MODEL

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ABSTRACT

Spurred by the prevalence of the Internet and digital devices, today's university students are inclined towards interactivity, accessibility, and flexibility as to how, when, what, where they learn. As a result, online and blended learning has become an increasingly popular approach to delivering learning for educational institutions. Central to the success of online and blended learning is a web-based learning management system (LMS), a 24x7 learning portal which provides such functions as online collaboration, content delivery, class management, assessment management and so on. To leverage the LMS for effective learning delivery, it is vital to examine the experience students have with the LMS in terms of system quality, information quality, and service quality, and how that experience leads to system use and user satisfaction, which finally contributes to individual learning effectiveness. It is with this intent that we followed the updated DeLone and McLean IS success model to design and administer a survey questionnaire to a group of university students who have had experience with the LMS. We first analyzed the responses by performing an exploratory factor analysis, followed by a confirmatory factor analysis, applying a structural modeling technique known as partial least squares (PLS).

Keywords: Learning Management System, Blended Learning, Online Learning, IS Success Model, Structural Equation Model, Partial Least Squares