EVALUATING THE ADOPTION OF EDUCATION-BASED INFORMATION SYSTEM USING EXTENDED TECHNOLOGY ACCEPTANCE MODEL (TAM)

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A project submitted in partial fulfillment of requirements for the degree Master of Information and Communication Technology, Universiti Utara Malaysia

by

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ABSTRAK

Tujuan kajian ini adalah untuk mengkaji tahap penerimaan dan kesediaan menguna Sistem Maklumat Murid (SMM) dan Sistem Analisis Peperiksaan (SAP). Model jangkaan yang direkabentuk adalah berdasarkan kepada kajian-kajian lepas untuk menentukan factor-faktor seperti kegunaan persepsi, pemudahguna persepsi, tahap kecelikkan IT, kekayaan maklumat, penawaran produk, kesulitan dan kemudahan sekitar terhadap kesediaan dan kesanggupan menguna sistem-sistem tersebut. Berdasarkan kajian lepas, model TAM digunakan asas dan ia berjaya mencungkil dan menerangkan kesediaan menguna sistem-sistem tersebut. Model jangkaan turut disokong menunjukkan tahap perhubungan terhadap pembolehubah-pembolehubah cadangan dengan kesediaan menguna sistem-sistem tersebut. Kajian ini dijalankan di sekolah rendah di Kota Setar, Kedah Darulaman sebagai satu kaji selidik. Borang kaji-selidik digunakan sebagai alat dalam kaedah kajian dan data mentah yang diterima diproses dan dianalisis dengan menggunakan statistic analisis (PASW SPSS 18.0). Kaedah analisis yang digunakan adalah seperti analisis diskriptif, cronbach's alfa, hubungan Pearson Chi-Square, hubungan logistic. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan dengan pembolehubah-pembolehubah yang dicadangkan terhadap kesediaan mengguna sistem SMM dan SAP. Jadi, hasil kajian ini membuktikan bahawa enam factor menyumbang kepada kesediaan/kesanggupan menguna SMM dan SAP dalam arena pendidikan.

ABSTRACT

The aim of this study was to evaluate teachers' acceptance of Student Information System (SMM) and Examination Analysis System (SAP). The research model created based on prior research to address the factors of perceived usefulness (PU), perceived ease of use (PEOU), IT literacy level, information richness, product offering, complexity and facilitating conditions towards intention to use and actual use of these systems. Based on the previous study, Augmented Technology Acceptance Model (TAM) has been to determine the teachers intention to use SMM and SAP. This study has been carried out in primary schools in Kota Setar, Kedah Darulaman as case studies. Questionnaire has been used as instrument in this descriptive survey method and the raw data is preprocessed and analyzed using statistical analysis. Statistical analysis software (PASW SPSS 18.0) were used to analyze the primary data using descriptive analysis including crosstabulation, chi-square and logistic regression analysis. The results from the statistical analysis indicate the significant contribution of these independent variables towards intention to use these systems. Thus, this analysis reveals that there are six factors significantly contribute and influence the intention to use SMM and SAP in education institution.

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DEDICATION

To my beloved mother Rajamal Arumugam, my husband Kumar, and also to my children Dinitha, Mivesh and Sehveetrraa.

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LIST OF ABBREVIATIONS

ICT	Information and Communication Technology
MMOE	Malaysian Ministry of Education
EIS	Education-based Information System
SMM	Sistem Maklumat Murid
SAP	Sistem Analisis Peperiksaan
SSDM	Sistem Displin Murid
SIS	Student Information System
TAM	Technology Acceptance Model
IDT	Innovations Diffusions Theory
SCT	Social Cognitive Theory
TRA	Theory of Reasoned Action
TPB	Theory of Planned Behavior
DTPB	Decompassed Theory of Planned Behaviour
UTAUT	The United Theory of Acceptance and Use of Technology
PU	Perceived Usefulness
PEOU	Perceived Ease of Use
IT	Information Technology
A	Attitude
BI	Behavioral Intention
RAM	Random Access Memory
SED	State Education Department
DEO	District Education Office
P	Probability
PASW	Predicted Analytics Software
IS	Information System

CHAPTER ONE

INTRODUCTION

1.1 Overview

Globalization and technology change the processes that have speeded up the global economy together over the past twenty years which leads to a new global economy creation, powered by technology, fueled by information and drived by knowledge through computer science, information and communication technology (ICT). The form of this new global economy has serious implications for the nature and purpose of educational institutions.

Most developing countries have the capabilities to develop and increase the value of eduaction through ICT (Blurton *et al.,* 2002). In fact, ICT is reported has changed the traditional educational foundation and assist as well as improving learnin among the students. ICT transformation has brought with it a variety of means, including productivity software, multimedia and network devices along with the dispersal of personal computers which opened new horizon of the development and implementation

The contents of the thesis is for internal user only

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