Evaluation of the Implementation, Use and Effect of A Computerized Management Information System In College of Business Universiti Utara Malaysia

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ABSTRACT

Using the theory acceptance model as its basis, this study is to identify the relationships among perceived usefulness, perceived ease of use and computerized implementation. Furthermore, for body of knowledge, this study will present the clear description of information technology implementation such as internet among university staff, lecturer and students. The significance of this research also to apply the TAM in the context of computerized acceptance to the management information system in college of business. This study proposes the usefulness and ease of use as the construct to enhance the understanding of an individual's acceptance behavior of ICT in COB of UUM context. Technology acceptance model plays an important role in the computerized management information system.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Information and Communications Technologies (ICT) are radically changing the competitiveness of organizations. The Internet is revolution the way business is done due to technological developments in the area of ICT. The use of the Internet along with a range of other (ICT) is transforming how business is done locally and globally (Payne, 2001). The internet is linked with network of computer; it is valuable, powerful, and fast growing business tool because it is flexible, economical, and easy to use. The emergence and the popularity of the internet allow business to get more effective and efficient.

The advent of the personal computer and the Internet has inevitably changed the way we live. These technologies, as well as others, have altered the method in which people work, communicate, shop, and even learn. Distance education, a form of education traditionally associated with correspondence courses, has benefited greatly from the new technological devices of the 21st century (Davis, 1989). Today, communication tools such as e-mail, satellite connections, and video conferencing software have provided educators with the tools to provide synchronous as well as asynchronous communication with their students (Davis & Bostrom, 1993).

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