

**THE IMPACT OF STUDENTS ATTENTION, PREPARATION AND  
ATTITUDE ON SATISFACTION WITH ONLINE LEARNING ZONE**

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**THE IMPACT OF STUDENTS ATTENTION, PREPARATION AND  
ATTITUDE ON SATISFACTION WITH ONLINE LEARNING ZONE**

**By**

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**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
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in Fulfillment of the Requirements for the Degree of  
Master of Science (Management)**

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I certify that the substance of this dissertation has not been submitted to any degree and is not currently being submitted for and other degree qualification. I certify that any help received in preparing this dissertation and all sources used have been acknowledged in this dissertation.

.....  
(ANISAH BINTI ABDUL GHANI)

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## **DEDICATION**

SPECIALLY DEDICATED FOR:

My Parents,

**Abdul Ghani Bin Mat Derus**

**Zaiton Binti Yacoub**

For the love, faith, support, prayers, patience, sacrifices and kindness,

My brothers,

**Ahmad Muslim Bin Abdul Ghani**

**Abdul Hakim Bin Abdul Ghani**

**Akmal Bin Abdul Ghani**

For the support, kindness, prayers and faith,

My supervisor,

**Dr. Aliyu Olayemi Abdullateef**

For their encouragement, assistance and unending generosity,

My friends,

**Nur Abidah Binti Ismail**

**Nor Farhany Binti Ahmad**

**Nor Syuhada Binti Saiddin**

**Rafikah Binti Mohd Daud**

**Siti Hamira Binti Hamzani**

**Judy Anak Akim**

For the prayers, wishes, being very supportive, understanding, bring joy and happiness to me and helpful also for the moments of up and down together...

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The Creator and Guardian of the universe. Praise and peace be upon Prophet  
Muhammad  
S.A.W; the last messenger of Allah, his family and his companions, whom we  
gain the enlightenment.*

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*Anisah Binti Abdul Ghani, June 2014*

## ABSTRAK

Arus perubahan teknologi telah banyak mengubah hidup pada masa kini. Pendidikan juga tidak terkecuali daripada arus perubahan teknologi. Teknologi kini memainkan peranan yang penting untuk memperkasakan lagi tahap capaian ilmu yang lebih cepat dan mudah. Perubahan-perubahan dalam sistem pendidikan Malaysia mahupun dunia telah mengambil langkah untuk menerajui bidang ilmu menggunakan capaian talian yang dipercayai dapat memberikan manfaat kepada bidang pendidikan secara amnya. Universiti-universiti di Malaysia samada IPTA mahupun IPTS telah menggunakan kemudahan capaian internet untuk memberikan pelajar-pelajar ilmu dan maklumat dengan cara yang lebih berkesan serta boleh dipercayai. Oleh yang demikian, kajian ini mengkaji tahap penerimaan Learning Zone sebagai satu portal yang membantu kepada pembelajaran mahupun pengajaran. Di dalam kajian ini mempunyai tiga instrumen asas iaitu perhatian, penyediaan, sikap pengguna dan kepuasan pengguna. Ini adalah untuk mengkaji adakah perhatian dan penyediaan akan memberi kesan terhadap sikap pengguna untuk mencapai kepuasan. Responden yang terlibat dalam kajian ini terdiri daripada pelajar-pelajar UUM yang mempunyai akses kepada penggunaan Learning Zone. Seramai 349 responden digunakan dalam kajian ini untuk mencapai objektif kajian. Oleh itu, analisis korelasi dan regresi mudah telah digunakan untuk mengkaji samada perhatian dan penyediaan memberi kesan kepada sikap pengguna dan seterusnya mempengaruhi kepuasan pengguna. Secara amnya, analisis korelasi menunjukkan terdapat korelasi yang signifikan dan positif secara kuat antara pembolehubah perhatian terhadap sikap pengguna; penyediaan dan sikap pengguna terhadap kepuasan pengguna.

## **ABSTRACT**

Changes in technologies have changed our lives. Education field was not exempted from the current technological changes. Technology now plays an important role to improve accessibility in seeking knowledge and wisdom much faster and easier. The changes of Malaysia's education system and worldwide generally have taken steps to lead the field in using trusted online access to benefit the education sector. Public and private institutions in Malaysia have been taking advantage from ease of internet access to provide its students with more secure and reliable information more efficiency. Therefore, this study is to examine the level of acceptance using Learning Zone as a portal that helps learning process. In this study, three basic instruments of attention, preparation, attitude and user satisfaction (US) that use as to explain Learning Zone. Furthermore, this study examined whether attention and preparation will have an impact on the attitude to achieve satisfaction. Students of Universiti Utara Malaysia (UUM) which have access of using Learning Zone have been selected to participate in the study. A total of 349 usable data provide by the respondents is being used to achieve the objectives of the study. To empirically establish three objectives, correlation and regression analysis were used to examine whether attention and preparation will have any impact on user satisfaction. Evidently, the correlation analysis shows that there is a significant and strong positive correlation between attention, preparation, and attitude towards user satisfaction.

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## **LIST OF ABBREVIATIONS**

ICT	Information and Communication Technology
IT	Information Technology
LC	Learning Care
LMS	Learning Management System
LZ	Learning Zone
MOODLE	Modular Object-Oriented Dynamic Learning Environment
TRA	Theory of Reasoned Action

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 INTRODUCTION TO THE STUDY**

This chapter covered the introduction of study which consists of the background of the study, problem statement, research objectives, research questions, scope of the study, significance of the study, and organization of remaining chapters on this research.

#### **1.1 BACKGROUND OF STUDY**

Technology is utilized more than ever to deliver instructional material to the learner. It is troublesome to discover a higher instruction course that does not utilize or exploit innovation somehow (Longley, Dennis, Shain & Michael, 1985). Technology also changing at a phenomenal rate and without the correct hardware set up; one stands the danger of being abandoned (de Freitas & Oliver, 2005).

Furthermore, one of the technologies that have been use in the global is internet. The web is the biggest, most effective workstation organizes on the planet. It includes a few million machines with web addresses that are utilized by a large number of individuals around the globe (Kuiper et al., 2005). Internet has become an important element in many aspects in our life routine, including learning process while in the university. With the increasing of internet users day by day, its power has become infinity and unlimited.

The contents of  
the thesis is for  
internal user  
only

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# APPENDICES

## Appendix 1: Letter of Application



**UUM**  
Universiti Utara Malaysia

Othman Yeop Abdullah Graduate School of Business  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah Darul Aman, Malaysia  
Tel : (604) 928 5656/5657  
Fax: (604) 928 5220  
Website: www.oyagsb.uum.edu.my

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/OYAGSB/K-14  
01 October 2013

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION

COURSE : DISSERTATION  
COURSE CODE : BPMZ 69912  
LECTURER : DR. ALIYU OLAYEMI ABDULLATEEF

This is to certify that the following is a postgraduate student from the OYA Graduate School of Business, Universiti Utara Malaysia. She is pursuing the above mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	Anisah Binti Abdul Ghani	812338

In this regard, I hope that you could kindly provide assistance and cooperation for her to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

“SCHOLARSHIP, VIRTUE, SERVICE”

Yours faithfully

**KARTINI BINTI DATO' TAJUL URUS**  
Assistant Registrar  
on behalf of  
Dean  
Othman Yeop Abdullah Graduate School of Business

c.c - Student's File (812338)



The Eminent Management University

## Appendix 2: Questionnaire



### SURVEY QUESTIONNAIRE

<p><b>THE IMPACT OF STUDENTS ATTENTION, PREPARATION AND ATTITUDE ON SATISFACTION WITH ONLINE LEARNING ZONE</b></p>
--

Dear Participant,

I am a postgraduate student at College of Business, Universiti Utara Malaysia. Please be informed that you have been selected to participate in this research that is designed to examine UUM students' attention, preparation and attitude towards online learning zone. This questionnaire is a partial requirement in completing a project paper for Master of Science (Management). It will take no longer than 10 minutes to complete the questionnaire.

Your cooperation to answer this questionnaire honestly is needed in order to produce a reliable research report. All information given in this questionnaire will be kept **STRICTLY** and **CONFIDENTIAL** for academic purpose only.

Thank you very much for your time and cooperation.

**Anisah Binti Abdul Ghani**  
MSc Management  
College of Business (COB)  
Universiti Utara Malaysia

## SECTION A: DEMOGRAPHICS

Please tick (x) your answer on the following question and gives appropriate answers for the questions below.

1) Gender

Male

Female

2) Age

21-25

26-30

31-35

More than 35

3) Educational Level

Bachelor degree

Master degree

PhD degree

4) How often do you use learning zone to prepare for any course before entering the classes?

Never

Rarely

Sometimes

Often

Very Often

5) How many hours do you open learning zone for any course in a week?

0-2 hours

Above 2 - 4 hours

Above 4 - 6 hours

Above 6 - 8 hours

More than 8 hours







### Appendix 3: Frequencies Analysis

#### a) Statistics

		Gender	Age	Education Level	How often do you use learning zone to prepare for any course before entering the classes?	How many hours do you open learning zone for any course in a week?
N	Valid	378	378	378	378	378
	Missing	0	0	0	0	0
Mean		1.6958	1.9392	1.7275	3.3942	1.8122
Skewness		-.854	.790	.488	-.526	1.399
Std. Error of Skewness		.125	.125	.125	.125	.125
Kurtosis		-1.277	-.744	-1.058	-.244	.996
Std. Error of Kurtosis		.250	.250	.250	.250	.250

#### b) Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	115	30.4	30.4	30.4
	female	263	69.6	69.6	100.0
	Total	378	100.0	100.0	

#### c) Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	180	47.6	47.6	47.6
	26-30	94	24.9	24.9	72.5
	31-35	51	13.5	13.5	86.0
	More than 35	53	14.0	14.0	100.0
	Total	378	100.0	100.0	

#### d) EducationLevel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	170	45.0	45.0	45.0
	Master Degree	141	37.3	37.3	82.3
	PhD Degree	67	17.7	17.7	100.0
	Total	378	100.0	100.0	

**e) How often do you use learning zone to prepare for any course before entering the classes?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	29	7.7	7.7	7.7
rarely	40	10.6	10.6	18.3
sometimes	116	30.7	30.7	48.9
often	139	36.8	36.8	85.7
very often	54	14.3	14.3	100.0
Total	378	100.0	100.0	

**f) How many hours do you open learning zone for any course in a week?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-2hours	216	57.1	57.1	57.1
Above 2-4hours	78	20.6	20.6	77.8
Above 4-6hours	43	11.4	11.4	89.2
Above 6-8hours	21	5.6	5.6	94.7
More than 8hours	20	5.3	5.3	100.0
Total	378	100.0	100.0	

#### Appendix 4: Descriptive Analysis

**a) Attention**

	N	Minimum	Maximum	Mean	Std. Deviation
In my opinion, Learning Zone helps me to increase my performance in learning	378	1.00	7.00	4.8280	1.51020
In my opinion, Learning Zone helps me to pay more attention to what is going on in lecture when conceptual questions will be presented	378	1.00	7.00	4.7222	1.59727
In my opinion, Learning Zone helps me to participate in the class	378	1.00	7.00	4.6772	1.56607
In my opinion, Learning Zone helps me to respond with e-Learning	378	1.00	7.00	4.5899	1.54288
In my opinion, Learning Zone helps me to review class materials in a fun way	378	1.00	7.00	4.4788	1.46065
Valid N (listwise)	378				

**b) Preparation**

	N	Minimum	Maximum	Mean	Std. Deviation
In my opinion, Learning Zone helps me to easily gather material needed for the course	378	1.00	7.00	5.1164	1.50585
In my opinion, Learning Zone helps me in the learning process	378	1.00	7.00	4.8360	1.58560
In my opinion, Learning Zone helps me to encourage working harder (eg. answer questions in class)	378	1.00	7.00	4.7619	1.49497
In my opinion, Learning Zone helps me prepare for exams	378	1.00	7.00	4.7619	1.61604
In my opinion, Learning Zone helps me to spend time on particular chapter for exam	378	1.00	7.00	4.7566	1.45636
Valid N (listwise)	378				

**c) Attitude**

	N	Minimum	Maximum	Mean	Std. Deviation
I think other lecturer/professors should use Learning Zone in their courses	378	1.00	7.00	5.4259	1.34739
I am willing to use learning zone	378	1.00	7.00	5.4259	1.48237
I will recommend others to use Learning zone	378	1.00	7.00	5.3016	1.49235
I think this course should continue to use Learning Zone	378	1.00	7.00	5.1587	1.43144
Overall I thought, the advantages of using response learning zone outweighed the disadvantages in this course	378	1.00	7.00	4.5582	1.35406
I thought this course did focus too much on using learning zone	378	1.00	7.00	4.2593	1.50383
Valid N (listwise)	378				

**d) User Satisfaction**

	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied in using Learning Zone	378	1.00	7.00	5.2302	1.54763
I am happy when lecturers actively used Learning Zone	378	1.00	7.00	5.2169	1.51229
I am confident it was the right thing to use Learning Zone	378	1.00	7.00	5.1772	1.39640
Learning Zone is user-friendly	378	1.00	7.00	5.1429	1.51936
Learning Zone provides up-to-date information	378	1.00	7.00	5.0741	1.47654
My experience at using the Learning Zone was good	378	1.00	7.00	4.8968	1.41513
My first time using Learning Zone worked out well	378	1.00	7.00	4.8677	1.33846
Valid N (listwise)	378				

## Appendix 5: Reliability Analysis

### Reliability Statistics (Attention)

Cronbach's Alpha	N of Items
.939	5

### Reliability Statistics (Preparation)

Cronbach's Alpha	N of Items
.946	5

### Reliability Statistics (Attitude)

Cronbach's Alpha	N of Items
.895	6

### Reliability Statistics (User Satisfaction)

Cronbach's Alpha	N of Items
.933	7

## Appendix 6: Factor Analysis

### a) Attention

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	1503.044
	df	10
	Sig.	.000

#### Component Matrix<sup>a</sup>

	Component
	1
In my opinion, Learning Zone helps me to pay more attention to what is going on in lecture when conceptual questions will be presented	.912
In my opinion, Learning Zone helps me to review class materials in a fun way	.891
In my opinion, Learning Zone helps me to participate in the class	.888
In my opinion, Learning Zone helps me to respond with e-Learning	.885
In my opinion, Learning Zone helps me to increase my performance in learning	.906

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**b) Preparation**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.891
Bartlett's Test of Sphericity	Approx. Chi-Square	1659.893
	df	10
	Sig.	.000

**Component Matrix<sup>a</sup>**

	Component
	1
In my opinion, Learning Zone helps me in the learning process	.907
In my opinion, Learning Zone helps me to encourage working harder (eg. answer questions in class)	.892
In my opinion, Learning Zone helps me to easily gather material needed for the course	.901
In my opinion, Learning Zone helps me prepare for exams	.917
In my opinion, Learning Zone helps me to spend time on particular chapter for exam	.921

Extraction Method: Principal Component Analysis.

a.1 components extracted.

c) **Attitude**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.860
Bartlett's Test of Sphericity	Approx. Chi-Square	1777.426
	df	15
	Sig.	.000

**Component Matrix<sup>a</sup>**

	Component	
	1	2
I thought this course did focus too much on using learning zone	.519	.757
Overall I thought, the advantages of using response learning zone outweighed the disadvantages in this course	.686	.541
I think this course should continue to use Learning Zone	.911	-.107
I think other lecturer/professors should use Learning Zone in their courses	.920	-.243
I am willing to use learning zone	.909	-.295
I will recommend others to use Learning zone	.905	-.176

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

**d) User Satisfaction**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.882
Bartlett's Test of Sphericity	Approx. Chi-Square	2086.450
	df	21
	Sig.	.000

**Component Matrix<sup>a</sup>**

	Component
	1
My experience at using the Learning Zone was good	.844
My first time using Learning Zone worked out well	.734
I am happy when lecturers actively used Learning Zone	.849
I am confident it was the right thing to use Learning Zone	.882
Learning Zone provides up-to-date information	.849
Learning Zone is user-friendly	.860
I am satisfied in using Learning Zone	.891

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

## Appendix 7: Correlation Analysis

		<b>Correlations</b>			
		Attention	Preparation	Attitudes	User Satisfaction
Attention	Pearson Correlation	1	.834**	.703**	.782**
	Sig. (1-tailed)		.000	.000	.000
	N	349	349	349	349
Preparation	Pearson Correlation	.834**	1	.788**	.825**
	Sig. (1-tailed)	.000		.000	.000
	N	349	349	349	349
Attitudes	Pearson Correlation	.703**	.788**	1	.809**
	Sig. (1-tailed)	.000	.000		.000
	N	349	349	349	349
User Satisfaction	Pearson Correlation	.782**	.825**	.809**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	349	349	349	349

\*\* . Correlation is significant at the 0.01 level (1-tailed).

## Appendix 8: Regression Analysis

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.793 <sup>a</sup>	.628	.626	.71316	.628	292.177	2	346	.000

a. Predictors: (Constant), Preparation, Attention

b. Dependent Variable: Attitudes

### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	297.199	2	148.599	292.177	.000 <sup>b</sup>
Residual	175.973	346	.509		
Total	473.172	348			

a. Dependent Variable: Attitudes

b. Predictors: (Constant), Preparation, Attention

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.719	.143		12.028	.000
	Attention	.128	.050	.151	2.543	.011
	Preparation	.557	.050	.662	11.157	.000

a. Dependent Variable: Attitudes

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
2	.809 <sup>a</sup>	.655	.654	.72194	.655	658.930	1	347	.000

a. Predictors: (Constant), Attitudes

b. Dependent Variable: User Satisfaction

### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
2 Regression	343.437	1	343.437	658.930	.000 <sup>b</sup>
Residual	180.858	347	.521		
Total	524.294	348			

a. Dependent Variable: User Satisfaction

b. Predictors: (Constant), Attitudes

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	.818	.171		4.781	.000
	Attitudes	.852	.033	.809	25.670	.000

a. Dependent Variable: User Satisfaction