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FACULTY OF APPLIED SCIENCES

**TITLE: AN ASSESSMENT OF THE MOODLE E-LEARNING SYSTEM
UTILISATION BY STUDENTS. A CASE OF THE HARARE
INSTITUTE OF TECHNOLOGY**

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ABSTRACT

Institutions of higher learning in Zimbabwe are using e-learning systems to support teaching and learning activities. Prior research revealed that institutions of higher learning in the developed world have adopted electronic learning systems but have not yet exploited them to their full potential. The Harare Institute of Technology implemented the Modular Object-Oriented Dynamic Learning Environment (MOODLE) e-learning system, an open source Learning Management System as an adjunct to traditional face-to-face learning. Despite the benefits of e-learning, a preliminary study conducted at the Harare Institute of Technology revealed a low utilisation of this e-learning platform. This research sought to access the utilisation of the MOODLE e-learning system by the students at the Harare Institute of Technology to find out factors that impede utilisation to its full potential. A conceptual model derived from the Unified Theory of Acceptance and Use of Technology (UTAUT) was adapted to find out the factors that impede the utilisation of e-learning to its full potential by the students. A case study research strategy was adopted with a mixed research method. The main research instrument used was self-administered questionnaire which was administered to 147 students who were selected using stratified sampling wherein 129 respondents provided usable responses. The data was analysed using both descriptive and inferential statistics. The outcomes revealed that effort expectancy, performance expectancy, social influence and facilitating conditions are determinants of the students' behavioural intention to use the MOODLE e-learning system. Internet connectivity was the main challenge students faced.