

THE INFLUENCE OF INFORMATION SYSTEMS ON STUDENT SATISFACTION: A STUDY OF PERCEIVED EASE OF USE AND PERCEIVED USEFULNESS

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Appendix 1. Reliability and validity of constructs ability and validity of constructs

Constructs	Scale items	
Information quality		
(Mahande et al., 2019)	IQ1	I find online learning to be a preferable option as it presents valuable and trustworthy information.
	IQ2	I prefer online learning because I can access information at any time.
	IQ3	I use online learning to access high-quality education
	IQ4	The content of the information meets my learning needs
PEU (Perceived ease of use)		
Qualitative	PEU1	I can quickly submit my work on the system when I take the test
(Mahande et al., 2019)	PEU2	I can easily operate the functions of the online learning system.
	PEU3	It is easy for me to use the learning system that does not require much IT knowledge.
Perceived usefulness (PU)		
Qualitative	PU1	I have discovered that utilizing online learning platforms enables me to significantly reduce expenses, including tuition fees and travel costs.
(Bansah & Agyei, 2022)	PU2	The use of online learning platforms is useful in my study.
	PU3	Online learning improved my productivity in my course.
	PU4	The use of online learning platforms enabled me to have more accurate information
Satisfaction (SA)		
(Kim & Lee, 2014)	SA1	I am pleased with the online learning system.
	SA2	I have found that studying online has helped me improve my academic performance.
	SA3	I am satisfied with the performance achieved when learning online
	SA4	I feel satisfied with the quality of the school's online training
System quality (SQ)		
(Mahande et al., 2019)	SQ1	Page loading speed, transitions between websites, beautiful page design, and attractive content on the page affect my satisfaction
	SQ2	I find the online learning system highly secure
Qualitative	SQ3	The excellent quality of the system helps to make online learning activities stable and continuous