ATTITUDES TOWARD ACADEMIC PERSONNEL QUALITY EVALUATION SYSTEM THROUGH INFORMATION TECHNOLOGY

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Abstract: *The purposes of this research were (1) to study the attitudes toward academic personnel quality evaluation system through information technology and (2) to study the influence of perceived ease of use and perceived usefulness on attitudes toward academic personnel quality evaluation system through information technology. One hundred and three academic personnel of a higher education institution in Bangkok were used as research sample. The research instrument was questionnaires and data were analyzed by using statistical program. The statistics used in the research were percentage, arithmetic mean, and standard deviation. Multiple Linear Regression was used for hypothesis testing. The research found that the attitudes toward academic personnel quality evaluation system through information technology was at moderate level and perceived ease of use could influence the attitudes toward academic personnel quality evaluation system through information technology at statistical significance level of 0.01.*

Keywords: *perceived usefulness, perceived ease of use, attitude, information technology, evaluation system*

1. Introduction

In the age of information society, information technology (IT) plays an important role in daily life. It has been recognized as one of the most important tools in the learning processes for both public and private institutions. Information technology, computer technology and telecommunications networks come together for receiving and sending information. The process of interpretation and making information in a meaningful and convenient way could provide the benefits for each organization. As seen from the introduction of computer equipment to help manage the database and network (on-line) over the phone line. Fiber optic or satellite networks are used for easy storage, editing, and retrieval. Searching for information via the internet and many other features, for example, the development of small computing devices with higher performance. It makes it easier for people to solve complex problems. With modern telecommunications systems, the internet make the world a boundless society. Information technology is widespread and making it a necessity and a vital part of people in every society.

For Thai education institute, especially higher education institutions, information technology is widely used in all higher education institutions. Each of the public and private institutions, computer laboratory for teaching and administrative purposes are established. It is also a connection to the computer network within the higher education institutions and connects by internet nationally and worldwide. As a community on the network, people can communicate each other via a computer screen. The use of computer networks is a central way of teaching and learning, and it does not need to be a face-to-face communication, but it can send messages to each other in a more efficient and quick manner because network technology makes the distance meaningless. The use of information technology in higher education institutions

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can result in both positive and negative impacts. Information presented through information technology is both useful and harmful to children and youth, which are important for future development of the country.

When the opportunity to experience more information technology, if the university does not have control or follow-up. This will affect the quality of this group of people. In other words, information technology will benefit the university only if the university is using in the right direction. It is important to immediately implement information technology in order to provide students with the tools and valuable source to study. The university also uses information technology to help manage higher education institutions to meet organization goals. (Passakorn Petpapai, 2005)

Currently, state higher education institutions bring information technology to support teaching inside and outside the classroom. In addition, it is also used as a tool for educational support, for example planning and evaluation of teaching and learning, preparation of information systems for services in the registration, data warehousing management, etc. These systems allow the exchange of information between executives without being limited by the time and place where information technology is a link between the operator and service recipients on the cyber world. These creates new workflows that can bring operational tools such as electronic mail, online instructor evaluation system, etc. on the network of higher education institutions. Individuals can contact their colleagues, supervisors, service providers or immediately download the information. State educational institutions have developed information systems to mainly use in service operations.

Although information technology is continuously developed and could reduce the difficulty of finding information, however information technology is currently still experiencing problems with the speed of data communication and update information. The rapid development of information technology makes acceptance of applications sometimes unattractive and information technology may be used with the wrong purpose. From the past survey, information on websites have not been updated and coordination through online media including e-mail are still the problem in the organization.

From previous study, the most important factor in the success of using information technology in service sector is the role of service provider and the acceptance of information technology in job service. If the employees and executives do not accept or disregard the importance of using information technology in their operations and management, the development of information technology in institutions might be difficult to achieve.

In this study, the researcher is interested in studying the attitudes toward the quality evaluation system of academic personnel in a state higher education institutions in order to find the relationship between perceived usefulness, perceived ease of use and the attitude toward the quality evaluation system by applying a technology acceptance model (Davis, 1989). These research findings can also be used to improve and promote the use of quality evaluation system through information technology.

2. Research Objectives

This research aims to study the attitudes toward the quality evaluation system of academic personnel through information technology and intends to study the perceived usefulness and perceived ease of use affecting attitudes toward the quality evaluation system of academic personnel through information technology.

3. Literature Review

3.1 Perceived usefulness

Perceived usefulness was defined as the extent to which a person believes that using a particular technology will enhance his or her job performance. (Davis, 1989) Previous research indicate that perceived usefulness is positively associated with continuance intention in knowledge creation (Chou, Min, Chang, & Lin, 2009).

3.2 Perceived ease of use

According to Davis （1989）, perceived ease of use can be described as the degree to which a person believes that using a particular technology is free of effort. Previous research has found that people are more likely to use a new technology when they perceive that it is easy to use. In the context of this study, perceived ease of use refers to the extent to which individuals believe that their continued use of quality evaluation system is free of effort. If the quality evaluation system is relatively easy to use, users will be more willing to learn about its features and finally intend to continue using it.

3.3 Attitude Toward Quality Evaluation System

Attitude is defined as individual characteristics which portraits either positive or negative behavior and reflection of feeling and knowledge to certain concept or subject. (Triandis, 1971). According to Bruess (2003), attitudes play a significant role on influencing student's learning in the classroom from the study on the adoption of instructional technology.

4. Research Framework

The research is conducted by using survey research design, the research framework is shown as Figure 1.

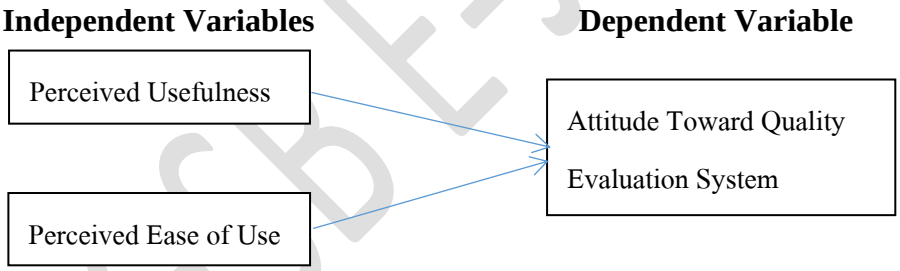

Figure 1 Research Framework

According to the research framework, the hypothesis is derived as followed:
Perceived usefulness and perceived ease of use affecting attitudes toward the quality evaluation system of academic personnel through information technology.

5. Scope of research

The population used in the study is 1,093 academic staff members who are under the supervision of a state higher education institution in the Bangkok area. The sample size was 293 samples from simple random sampling method. This research was conducted by using questionnaires as research instrument. Questionnaires was distributed to 293 respondents but only 103 were returned duly filled.

6. Results

Table 1 Personal factors of respondents

Personal factors	Frequency	Percent
Gender		
Male	63	59.2
Female	44	40.3
Total	107	100.0
Age		
≤ 30 years old	4	3.9
31-40 years old	24	23.3
41-50 years old	50	48.5
> 50 years old	25	24.3
Total	103	100.0
Education		
Master degree	37	35.9
Doctoral degree	66	64.1
Total	103	100.0
Experience (years)		
< 5	17	15.9
6-10	19	17.8
11-15	14	13.1
16-20	15	14.0
21-25	26	24.3
>25	16	15.0
Total	107	100.0
Position		
Lecturer	33	30.8
Assistant Professor	52	48.6
Associate Professor and Professor	55	51.4
Total	107	100.0

From table 1, it found that majority of academic staffs were male who had associate professor and professor position. They were 41-50 years old and graduated in doctoral degree. They had work experience range from 21-25 years.

Table 2 Mean, Standard deviation, and level of perceived ease of use, perceived usefulness, and attitudes toward quality evaluation system

Variable	n=107		level
	$\bar{X}$	S.D.	
Attitudes toward quality evaluation system	3.056	0.976	moderate
Perceived ease of use	3.275	1.063	moderate
Perceived usefulness	3.415	1.079	moderate
total	3.249	1.039	moderate

From table 2, it founds that academic staffs had perceived ease of use, perceived usefulness, and attitudes toward quality evaluation system at moderate level.

Table 3 Multiple linear regression analysis of factors affecting attitudes toward quality evaluation

Variable	bj	t	p-value
Constant	0.782	3.332	0.001**
Perceived useful ness	0.119	1.098	0.275
Perceived ease of use	0.734	6.241	0.000**
R2 = 0.579 , SEE = 0.7064 , F = 71.584 , p-value = 0.000**			

** p < 0.01

From table 3, it found that F equal 71.584 and p-value less than 0.01, therefore there is at least one factor could influence the attitude toward quality evaluation system through information system. The results indicated that perceived ease of use could affect the attitudes toward quality evaluation system at statistical significant level of 0.01. All independent variables could explain the variation of attitude toward quality evaluation system at 57.9 percent.

7. Conclusion

From the results, academic personnel had attitude toward quality evaluation system through information system at moderate level and perceived ease of use could influence the attitude toward quality evaluation system through information system as the system was clearly designed into four categories of workload (academic, research, academic service, and arts & culture maintenance). In addition, this quality evaluation system could be used anytime in all area inside and outside the institution. Therefore, the academic staffs would be able to fill in and make correction of their performance records when they need.

8. Recommendation

The quality evaluation system should be continuously developed by focusing on the requirements of users. The quality evaluation system developers should provide training and appropriate communication channel when the users face the problems, for example, call center.

For future research, the research should incorporate organizational factors or management practices as the causal variables in order to understand how to promote attitudes of employees in the organization.

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