



STUDENT SATISFACTION OF EFFECTIVENESS INNOVATION OF
MICROSOFT TEAMS





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This thesis is submitted in partial fulfilment of the requirements for the award of Bachelor of
Technology Management (Technology Innovation) with Honors

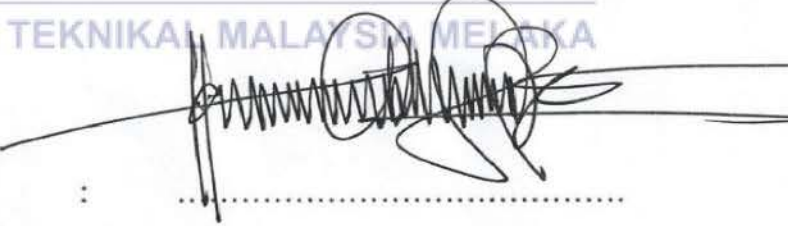
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APPROVAL

I/ We hereby declare that I/ we have read this dissertation/report and in my opinion,
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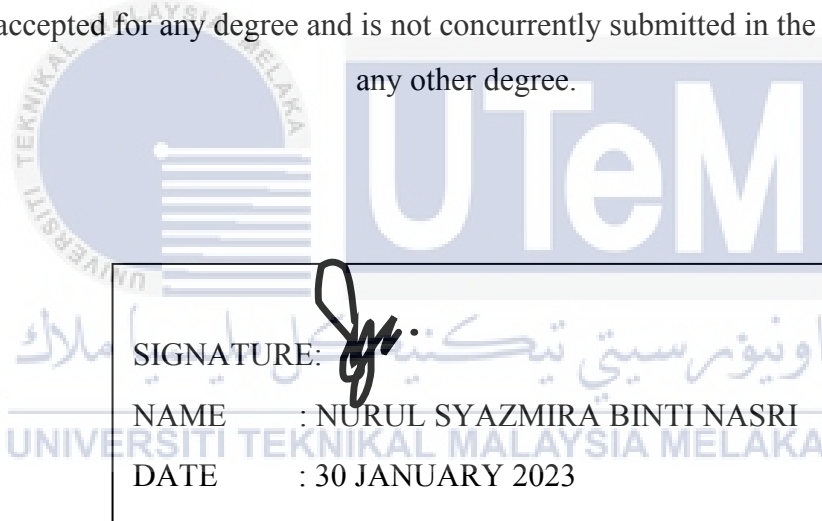
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is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in the candidature of any other degree.



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DEDICATION

This research paper is wholeheartedly dedicated
to dear parents

which is my main source of motivation.

They always give us strength when we think of giving up, which continues to
provide their moral, spiritual, emotional, and financial support.

To supervisors, family and friends who shared words of advice, encouragement, and
support to complete this research project.

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Finally, I would like to thank my parents and colleagues for their support and encouragement in completing this research.

ABSTRACT

Microsoft Teams is a cloud app digital hub that brings conversations, meetings, files and apps together in a single Learning Management System (LMS) (Microsoft, 2018). An app is short for application, which is synonymous with a software program. In UTeM, the application of MS Teams already been used when the country was hit by the Covid-19 pandemic virus. It is evident from the available literature that research related to instructor support, student interaction and collaboration and student autonomy to the student satisfaction. Therefore, this to study the challenges faced by students and how student do to improve their learning performance during MS Teams using TDT model. The model developed includes constructs such as instructor support, student interaction and collaboration and student autonomy and student satisfaction. An interview based on a questionnaire was used to collect data from the respondents, who were UTeM students. This research uses simple random sampling as probability sampling where samples are randomly selected. The data obtained were analyzed using the face to face. The results of this study indicate that all relevant constructs have shown a positive affects on student satisfaction of MS Teams. As a result, this research can benefit students and educator to develop a better MS Teams for upcoming future.

Keywords – *MS Team, Instructor support, Student interaction and collaboration, Student autonomy, Student Satisfaction*

ABSTRAK

Microsoft Teams ialah hab digital aplikasi awan yang menghimpunkan perbualan, mesyuarat, fail dan apl dalam satu Sistem Pengurusan Pembelajaran (LMS) (Microsoft, 2018). Apl adalah singkatan untuk aplikasi, yang sinonim dengan program perisian. Di UTeM, aplikasi MS Teams telah pun digunakan ketika negara dilanda virus pandemik Covid-19. Ia terbukti daripada literatur yang ada bahawa penyelidikan berkaitan sokongan pengajar, interaksi dan kerjasama pelajar dan autonomi pelajar kepada kepuasan pelajar. Oleh itu, ini untuk mengkaji cabaran yang dihadapi oleh pelajar dan bagaimana pelajar lakukan untuk meningkatkan prestasi pembelajaran mereka semasa MS Teams menggunakan model TDT. Model yang dibangunkan merangkumi konstruk seperti sokongan pengajar, interaksi dan kerjasama pelajar dan autonomi pelajar dan kepuasan pelajar. Temu bual berdasarkan soal selidik telah digunakan untuk mengumpul data daripada responden yang merupakan pelajar UTeM. Penyelidikan ini menggunakan persampelan rawak mudah sebagai persampelan kebarangkalian di mana sampel dipilih secara rawak. Data yang diperolehi dianalisis secara bersemuka. Hasil kajian ini menunjukkan bahawa semua konstruk yang berkaitan telah menunjukkan kesan positif terhadap kepuasan pelajar MS Teams. Hasilnya, penyelidikan ini boleh memberi manfaat kepada pelajar dan pendidik untuk membangunkan MS Teams yang lebih baik untuk masa hadapan yang akan datang.

Kata kunci – *MS Teams, Sokongan Pengajar, Interaksi dan kerjasama pelajar, Autonomi pelajar, Kepuasan Pelajar*

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CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter consisted of the information about the background study of researcher topic which was the effectiveness innovation of Microsoft Team through student satisfaction. A specific problem has determined, and research question were created based on research objectives that has been clearly defined in this chapter. The focus of study and the contribution of this research will also be discussed. In addition, researcher also discussed about background of study, problem statement, research problems, research objectives, scope of study, and limitations of study.

1.1 Background of Study

Online learning has become the norm in education nowadays to deliver instructional content to students whether for educational or training purposes. (According to Ndovela, N., Risinamhodzi, D. T., & Matobobo, C. (2022), online learning is education that takes place over the Internet. (According to Mai, T. V., & Uyen, N. T.,2021), e-learning has gradually proven to be an indispensable tool in education, especially tertiary. It facilitates access to information, courses, systems, and services around the world through a relatively inexpensive computer network. Students can share and expand their horizons by taking advantage of online education. (According to Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia and Karla Jones, 2009), the term "online learning" refers to any form of education that is conducted fully or in part over the Internet.

Online learning is a way to learn through an online platform, working at its own pace and time. This offers many advantages such as 24 -hour access to courses that allow students to balance their careers and education easily. Course content includes lectures, videos, animations, and demonstrations, covering various levels of subjects from primary level directly to postgraduate level. Online learning has shown a huge improvement in recent years and future

growth. Furthermore, Online learning is the way of the future, especially in terms of the Covid 19 crisis. It helps students learn while the pandemic is going on by taking over the role of direct learning activities. This is because the Covid-19 virus that infects and causes all those infected needs to be quarantined. A direct result of this is that educational establishments all over the country have had to change the mode of teaching delivery from in person to online teaching during COVID-19. Assumption: The intuitive nature and necessity for life after graduation of these tools can boost in-contact classroom learning and have a positive impact on students' learning (Keppler, Weiler, and Maas, 2014).

Moreover, (according to Kim, B. T., 2022), due to the Covid-19 pandemic, students must take writing courses online via Microsoft Teams. (According to Tran, 2021), During the critical moment of Covid-19, university professors were required to embrace Microsoft Teams as a new method. (According to Mai, T. V., & Uyen, N. T., 2021), Microsoft has launched Teams globally on March 14, 2017, after announcing it in New York. Teams today has more than 120 million users because of its user-friendly design. From this, the students and teachers can collaborate using free web-based learning systems or resources, such as MS Teams. In this platform, teachers can generate classes, invite, and welcome students to those classes, and get students to trade course materials instantly. (According to Wea, K. N., & Dua Kuki, A, 2020) it is possible to have face-to-face interactions with students and teachers without needing to travel to each other's locations. As a result of technological developments, when teachers have given marks and evaluated work students, students can now do the same to monitor their own progress. This is because the COVID-19 outbreak has spread to many places around the world.

In addition, COVID-19 cases are on the rise, and anyone of any age can be infected with the virus. Learning how to use Microsoft Teams will help break the cycle of life-threatening and life-saving illnesses. As a result, it can be said that all of us who are infected need to be isolated at home in quarantine. A direct result of this, online or virtual learning and tablets, are fast becoming standard teaching methods in educational institutions. Students who participate in the Home Learning and Teaching Process are required to engage in conversations with their classmates in an online environment. Constraints of learning through face-to-face contact with each other are responsible for the learning that has taken place. Therefore, it is a form of education that is easily adaptable and economical, and the only requirement is an internet connection. According to figure 1.1, schools have been closed in 191 countries because of the COVID-19 pandemic, affecting at least 1.5 billion pupils and 63 million primary and secondary instructors.

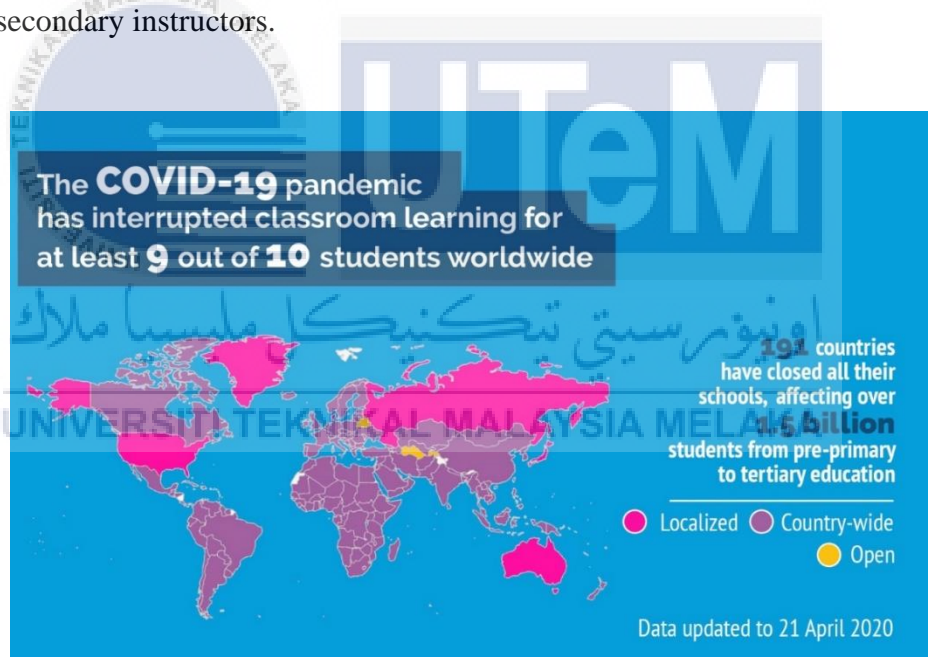
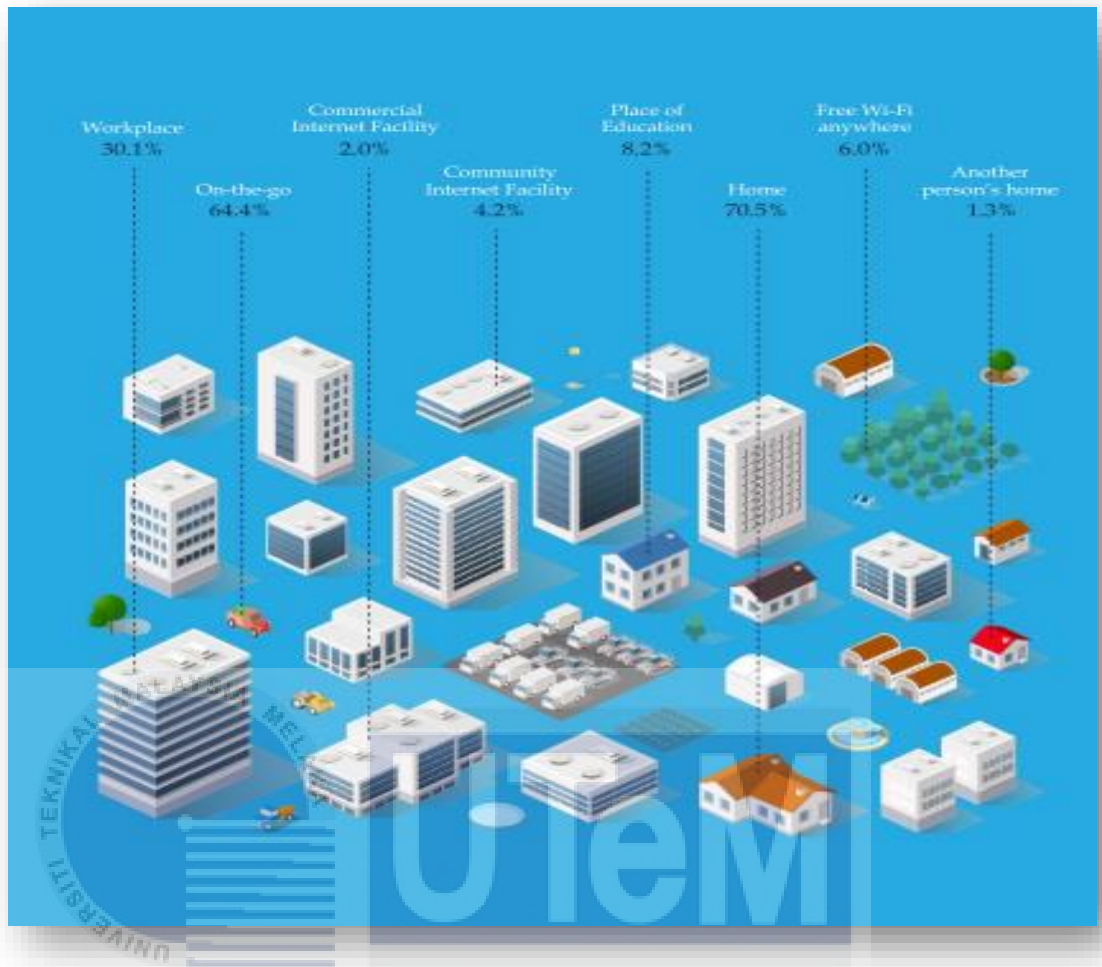


Figure 1.1: The statistic of COVID-19 in worldwide

Source: UNESCO, Institute for Statistics database, 2020

1.2 Problem Statement

In this section, the researcher will identify the problems of MS Teams research on students. The most common challenges encountered are problems related to Internet connectivity and infrastructure. (According to Giray, G., 2021), as many as 69 out of 227 participants (30%) experienced internet network problems. Participants complained about the stability of the Internet connection and the speed as well as power outages. (According to Nhat, T. L., & Uyen, N. H, 2021) 89.6% voted yes that they have problems with internet connection when studying online as well as 45.8% voted yes that rural internet is insufficient for students to study. in line. The most common cause of poor MS Teams call quality is packet loss. When making a Teams call, audio, video, and screen sharing will be sent over the network as network “packet” streams - hundreds per minute. Due to a lack of bandwidth or internet connection, many students are unable to keep up with their virtual colleagues in online classes. Due to poor monitors, their LMS experience is hampered, making it harder for them to keep track of their progress. (According to MCMC 2020) consumer homes themselves remain the most frequently used place online at 70.5%, followed by travel (64.4%). This suggests that all internet users were more likely to sit at home during the COVID-19 pandemic which caused the internet network to become slow to perform tasks. Other than that, Figure 1.2 demonstrates that by 2020, 88.7% of the world's population will be connected to the Internet, up from 87.4% in 2018.



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Figure 1.2: Place to access the Internet

Source: Suruhanjaya Komunikasi Dan Multimedia Malaysia Malaysian
Communications and Multimedia Commission, 2020

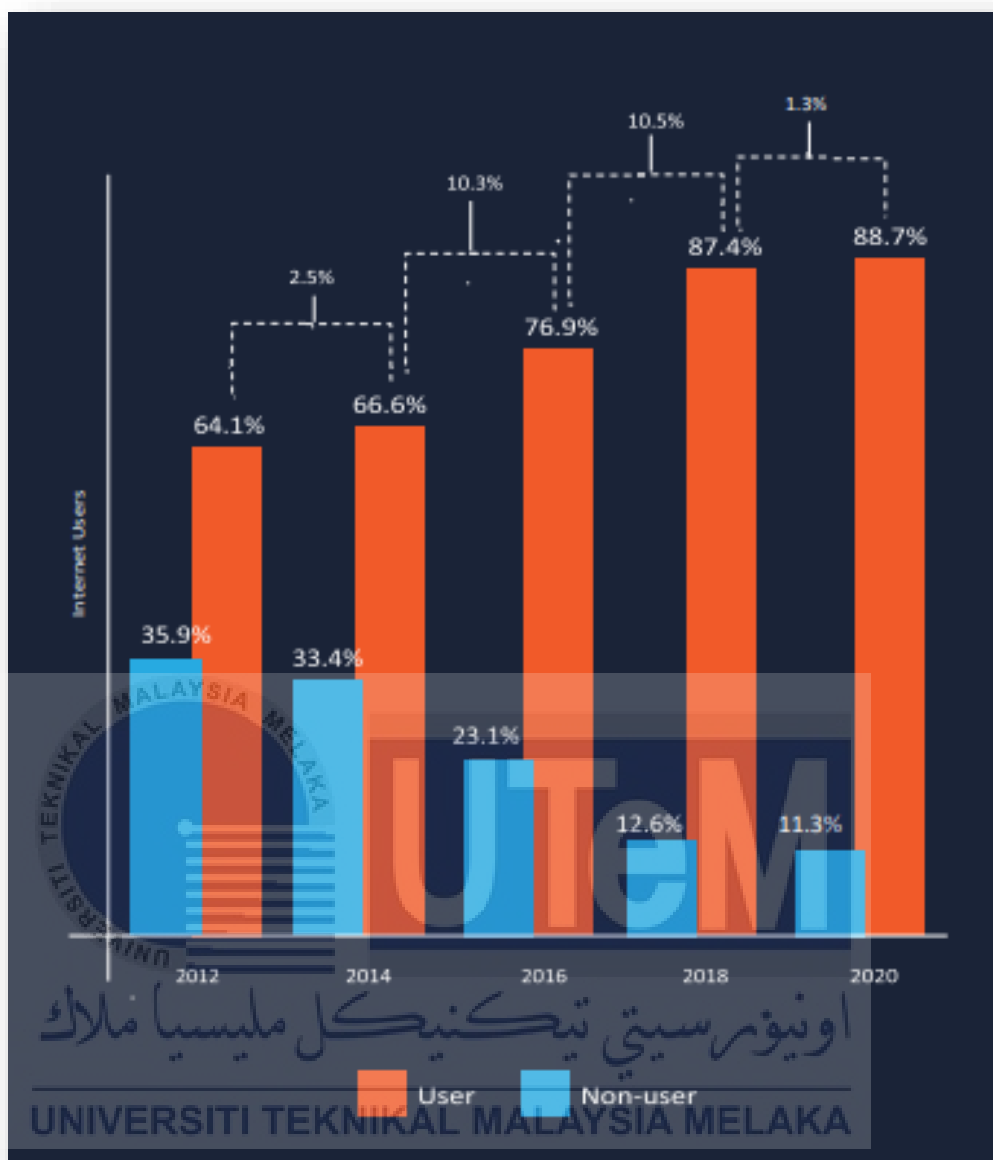


Figure 1.3: Internet users and non-Internet users over the years
 Source: Suruhanjaya Komunikasi Dan Multimedia Malaysia Malaysian Communications and Multimedia Commission, 2020

Furthermore, instructor-student interactions were difficult. (According to Giray, G., 2021), as many as 31 out of 227 participant (14%) having challenges on interaction with instructor. Other than that (according to Kim, B. T., 2022) a total of 37.5% agreed that there is a lack of student-student as well as interaction between students and teachers whenever students join this online writing course using Microsoft Teams. E-learning takes self-motivation and time management.

Developing effective communication skills is a major issue for students taking classes online. Fraud prevention during online assessments is complicated. Most of the time, online educators will concentrate mostly on theory rather practice. To be successful in e-learning, one must be very self-motivated and have excellent time management skills. Many online students lack the ability to communicate effectively. Most learners are not interested in online learning due to limited interactions, unstable sound, and visual quality due to dependence on Internet quality, and technological equipment not meeting demand (Thuong, T. T., Le, H. A., & Do, D. T., 2021). The prevention of cheating during online evaluations is a challenging process. Studies conducted online tend to place greater value on theoretical understanding than practical application. But since the COVID outbreak, students are on the verge of social isolation since there has been a shortage of opportunities for interaction. (According to Nhat, T. L., & Uyen, N. H, 2021) chose yes that it is difficult to contact teachers and classmates when participating in E-learning courses (during lessons, via email, through social networks, etc.). Online learning can be quite impersonal, which can lead to feelings of loneliness, melancholy, and apathy amongst students. According to (Ndovela, N., Risinamhodzi, D. T., & Matobobo, C. (2022), that most of the students are not happy about student-lecturer interaction during MS Teams teaching sessions.

1.3 Research Questions

1. What are the challenges faced by students in MS Teams?
2. What did students do to improve their learning performance during MS Teams?

1.4 Research Objectives

1. To study the challenges faced by students in MS Teams.
2. To study how student do to improve their learning performance during MS Teams.

1.5 Significant of Study

In direction to reach the objective of this study successfully, from the research of Microsoft Teams in UTeM. The education sector in Malaysia benefits from R&D in higher education. This research paper helps address the element of enabling more educators to investigate the success of MS Teams in supporting inter -university learning and teaching processes.

1.6 Limitation of Study

The limitation for this research is limited to the Malaysian students which only covers students studying at Universiti Teknikal Malaysia Melaka (UTeM). Limitations were the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on the research methodology and conclusions (Baltimore Country Public School, 2014). Results from this research may not be able to represent the entire students due to differences. This researcher use the interview method to achieve states the objective as stated in the previous text.

1.7 Scope of Study

The purpose of this study was proposed study the difficulties students confront when attempting to learn online. Besides that, this study also to study what students can do during e-learning to keep improving how well they learn. The (TDT) was used in this study to determine the level of user satisfaction. This study cover dimensions in the theoretical model, instructor support, student interaction and collaboration and student autonomy as an independent variable, while user satisfaction of MS Teams as a dependent variable. The scope of this study will be focused in Universiti Teknikal Malaysia Melaka. Questionnaires for an interview were distributed through face to face to UTeM's student. This research was based on the TDT MODEL and secondary source such as e-journal, books, and an article which relevant to the user satisfaction of the UTeM's student. Specifically, the findings of this study will identify supremely crucial aspects influencing users' satisfaction with MS Teams.

1.8 Summary

The introduction primarily focuses on the history of current research, the formulation of problems, the identification of research challenges, and the stated goals of this study. This chapter discusses whether a certain study can be considered credible. The research scope includes the sample survey objects, and the definitions of several crucial key phrases are provided.

Since this study is aimed to study the challenges faced by students in e-learning and to study what students do to improve their learning performance during e-learning. The researcher was trying using some of primary and secondary data about effectiveness innovation of MS Teams and shows the details in the next section.



CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

In this chapter, literature review of the study will be introduced. A discussion is conducted related to the review of secondary data on MS Teams and the user satisfaction of effectiveness innovation of MS Teams in the UTeM student. It begins with a brief introduction on MS Teams which covers the definition, benefits, and challenges in the implementation of effectiveness innovation MS Teams.

2.1 MS Teams

Microsoft Teams is a cloud-based digital hub for discussions, meetings, files, and apps in the Learning Management System (LMS) (Microsoft, 2018). Application is abbreviated as "app," and an application is the same thing as an application running on a computer. While the term "application" can refer to software designed for any computer system, mobile phones and tablets are where it first gained popularity. Like mobile phones (Techterms.com, 2019). Microsoft's Teams literature includes the term bot, which Christensson (2019) defines as an Internet-based automated software.

Moreover, among the many beneficial aspects of Microsoft Teams is the ability to have online meetings, share documents, and conduct ongoing collaboration via text chat. It's also built for hybrids to stay informed, organized and connected all in one place. This is because chat is a natural way to communicate, providing a threaded and ongoing conversation so that everyone can stay up to date with ease. In other words, Office 365's Microsoft Teams is another chat-based workspace. Teams may more readily cooperate to accomplish more with this platform, which puts people, discussions, and content together.

MS Teams is better for internal meetings. The capacity to communicate via messaging, phone conversations, videoconferencing, and file sharing are the backbone of Microsoft Teams. (Hubbard & Bailey, 2018), stated that Microsoft Teams could be consider as “one supper application that integrates many different apps into one program”. According to Tsai (2018), Microsoft Teams offers visit rooms and video conferencing that email does not. Teams is a chat and collaboration software designed to let small groups connect and collaborate (Heath, 2019). Microsoft Teams provides chat, meetings, notes, and attachments ("Microsoft Teams," 2020). Microsoft Teams has proven valuable to users worldwide.

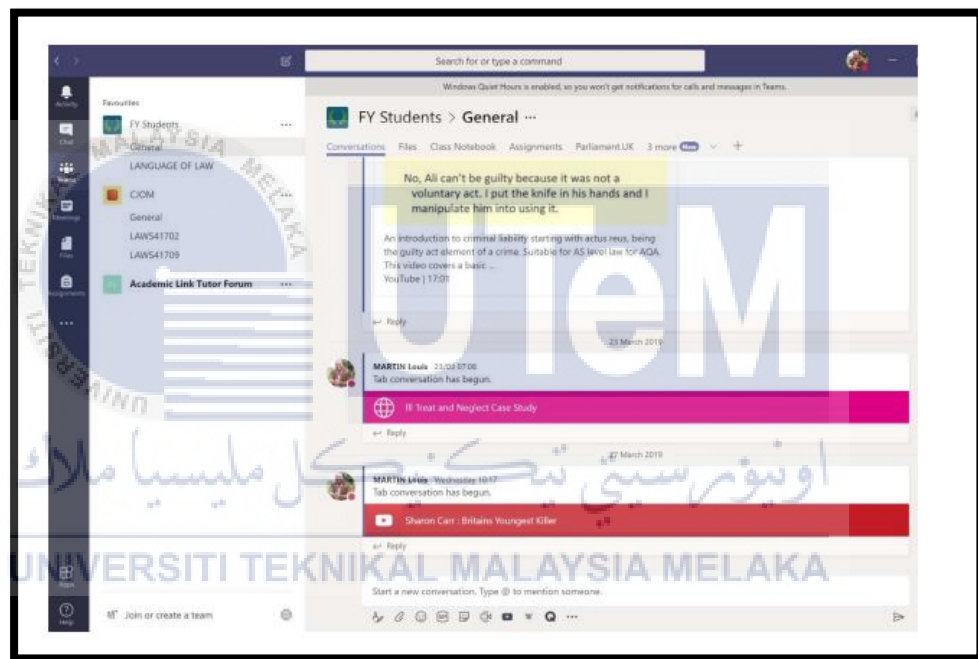


Figure 2.1: Microsoft Teams

Source: Screenshot of the Teams app

2.1.1 Microsoft Teams feature

Many students and teachers prefer MS Teams because its applications can be simply installed on smartphones and tablets, and its remarkable features include the use of chat rooms, breakout sessions, desktop sharing, and video conferencing (Henderson et al., 2020; Ilag, 2020; McVey et al., 2019). A great number of researchers (e.g., Henderson et al., 2020; Tsai, 2018) have decided there is a consensus that Microsoft Teams provides more helpful features such as chat rooms and collaborative discussion.

2.1.1.1 Teams and Channels.

Teams are groups of people who cooperate to achieve great objective great in your organization. Sometimes it's your whole organization. It also consists of channels, which are your conversations with your teammates. For one thing, every channel is focused on a single subject., department, or a project. Each contains a job exchange board, a document learning among team members. Teams contains all the features found in other similar applications, such as Outlook and Chat, but these features are presented in a different way, namely through channels. Teams' chat feature is increasingly used by instructors and students on smart phones in place of short emails (Microsoft, 2018). Sung et al. (2016) outline the several mobile device hardware and software alternatives and their respective uses.

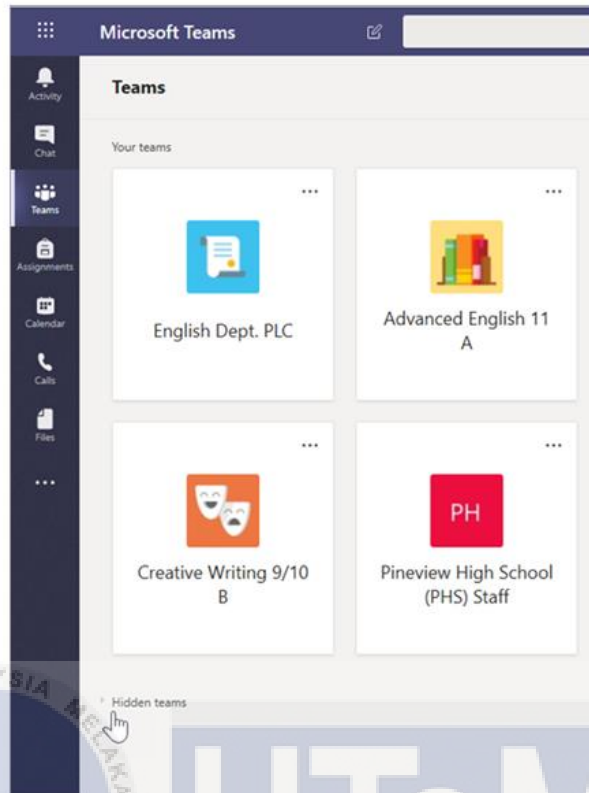


Figure 2.2: Teams channels on MS Teams

Source: Screenshot of the Teams app

2.1.1.2 Conversations within channels and teams.

Every member of the team has access to the General channel, where they can read and contribute to a variety of topics, as well as use a @ feature to invite other team members to participate in specific talks.

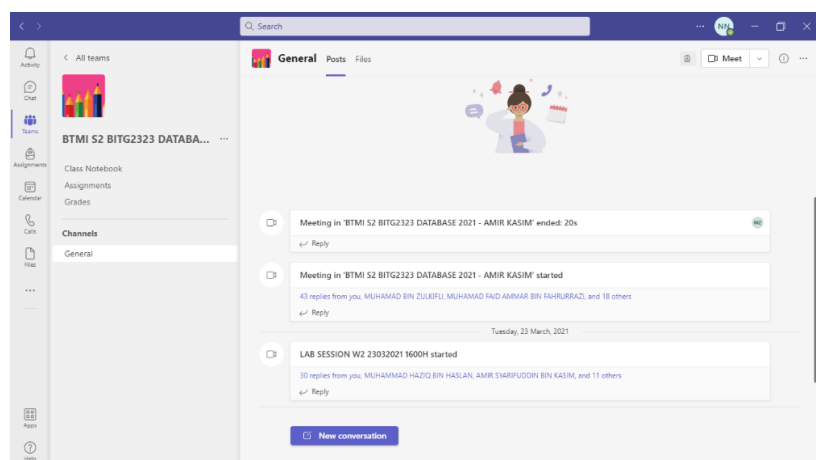


Figure 2.3: Conversation inside MS Teams

Source: Screenshot of the Teams app