

Extending the Information Systems Success Model with Transformational Leadership and Compatibility

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The proven competency of online learning has made it an integral means of learning. Notably, with minimum resources and infrastructure, online learning improves education quality. Online learning adoption and usage have been scrutinized in diverse settings. Somehow, in Jordan, the impact of compatibility and Transformational Leadership (TL) has not been sufficiently explored. Hence, in predicting students' performance, this paper presents the application of the Information System (IS) success Model from DeLone and McLean, incorporating the concepts of compatibility and TL as predecessors to user contentment and actual usage. The primary data were obtained from 448 students from 9 state-funded Jordanian universities through the application of questionnaire. A framework comprising 6 variables was proposed in this cross-sectional study and the data analyses point to 3 major outcomes. First, the whole quality, comprising the system, data, and service quality, compatibility and TL positively impact user satisfaction and actual use. Secondly, user satisfaction is notably predicted by actual use. Thirdly, there is positive effect of user satisfaction and actual use on students' performance. Students from 9 state funded universities made up the study population and the variables were examined at a single time point. The experience gained in online learning application would change students' opinions. However, a cross-sectional study like the present study may not detect such change. Through combining the general quality, TL, compatibility, actual use and client satisfaction to appraise the impact of online learning amongst students in 9 Jordanian universities, this study finding reinforce past findings on information systems.