
Awareness Of and Attitude to Learning Management System among Undergraduates in University Of Ibadan, Nigeria

Olatunji, Sheriff Olamide, PhD

Department of Arts and Social Sciences Education, University of Ibadan
olatunjisheriff07@gmail.com

Akinsulire, Yewande Precious

Wesley University, Ondo
prewankas01@yahoo.co.uk

Abstract: This study investigated awareness of and attitude to the Learning Management System among undergraduates at University of Ibadan, Nigeria. Two research questions were raised to guide the study. The study adopted the survey research design. The Department of English was selected from the Faculty of Art, University of Ibadan. A simple random sampling technique was used to select 50 students from 100 Level, 200 Level and 300 Level in the Department of English, University of Ibadan. In all, a total of 150 students in the English Language department participated in the study. Two research instruments were used for data collection: Students' Awareness of the Learning Management System. Questionnaire ($r=0.76$) Questionnaire on Students' Attitude to the Learning Management System ($r=0.80$). Data collected were analysed using descriptive statistics of percentage, mean and standard deviation. The findings of the study revealed a weighted mean of 3.31 against the threshold of 2.50 which showed that the level of awareness of undergraduate students about the learning management system was high. Also, it revealed a weighted mean of 2.56 greater than the threshold of 2.50 which showed that the majority of the selected undergraduates had a positive attitude to the learning management system. Based on the findings of the study, it was recommended that relevant educational bodies and stakeholders should ensure that both lecturers and undergraduates are aware of Learning Management System. Government should do everything possible to provide online facilities and equipment for tertiary institutions. The Academic Staff Union of Nigerian Universities (ASUU) and other educational bodies should organise seminars, workshops and conferences on how to use online platforms to teach English Language courses effectively.

Keywords: Awareness, Attitude, English Language, Learning Management System

Date of Submission:

Date of Acceptance:

Introduction

Electronic learning (E-learning) is a broad term used interchangeably with other terms, such as online education and distance learning. Most university students nowadays also have access to the internet as their university provides internet access, and usually, there are internet cafes within a walking distance from the university's campus, catering for students' needs. Some also have internet access within their home as they subscribe to an internet service provider. University students are mostly independent in their learning as lecturers usually give out lecture notes, and further information is left for students to discover on their own, as it is not way learning

process which is practised in the primary and secondary school system. The learning process at the university level is at a two-way level, lecturers share their knowledge and students give their opinions or thoughts in return which is a topic in class discussions.

Coates et al. (2005) assert that the most significant development in the use of Information Technology (IT) at universities in the last decade has been the adoption of a Learning Management System to support the teaching and learning process. It is usually implemented on a large - scale across an entire university, faculty or school and then adopted by lecturers, who use it in a variety of ways to support course management and students' learning. Learning Management Systems are e-learning systems that are often described interchangeably as Virtual Learning Environments (VLE), Knowledge Management Systems (KMS) and Content Management Systems (CMS) (Moore et al., 2011). They provide students and lecturers with a set of tools for improving the learning process and its management and function as a support in traditional classroom education as well as in distance education (Stantchev 2014; Al-Busaidi, 2011).

Learning Management System (LMS) is a software application which enables users or learning managers to disseminate information from systematic planning by adopting an appropriate pedagogical approach. It allows users to share information and collaborate online. In Learning Management System (LMS), the instructor or learning manager can monitor students' involvement, and assess their performance. Thus, LMS must include interactive features, for instance, video conferencing and chat or group discussion tools.

Ellis (2009) sees Learning Management System as one location for students to obtain a large number of resources online. Brown and Johnson (2007) note that LMS is a vehicle for training, evaluation and tracking results. Al-Khalifa (2010) perceives LMS to be a platform for students to complete the task quickly, uploading various types of files into its environment, enabling them to access information at any time and anywhere, and allowing them to communicate with other students offering the course and the tutor electronically.

Learning Management Systems are web-based systems that enable teachers and students to share materials, submit and return assignments and communicate online (Lonn and Teasley, 2009). The use of LMS in education will save time for lecturers and students as well as make the learning content easier to be accessed, presented which enhances self-regulated learning (Gudanescu, 2012). LMS provides students with the opportunity to use interactive features such as threaded discussions and discussion forums, get comments from their lectures, submit their assignments, get extra resources for lectures, make the connection with their lectures easily as well as help them to organise lecture materials. However, in practice, many LMS platforms have a lot of setbacks. These included a lack of financial budget, compatibility of software and hardware, technical stuff, etc. However, the LMS needs to be used effectively to bring about all the above-mentioned benefits. An efficient and effective LMS must support students' engagement, and satisfaction and improve learning outcomes (Rubin et al., 2014). LMS provide safe access for all categories of users. The learning aids, which comprise a compendium of lectures, individual assignments, projects for small groups, etc., are arranged in a certain sequence in a visual environment and can be presented in the form of texts, spreadsheets, visual presentations, video fragments, separate scripts, pc software, etc. (Wang et al., 2007).

Despite the importance attached to Learning Management System, it is unfortunate to note that the system has failed to produce the expected results (Hanan, 2020). This is due to the faulty use of the LMS, which often focuses more on the needs of the institution and courses instead of that of the students. To come to terms with these complex problems, Learning Management System needs to open up for integration and support other systems (Garcia et al., 2011). This means that the quality of LMS needs to be improved to be able to deliver the desired results.

As a way of addressing this problem, scholars and researchers have carried out numerous studies on the model of user acceptance of Learning Management Systems (Nanayakkara, 2006) and the use of LMS to teacher epistemology and course characteristics (Iwasaki et al., 2003). These studies came up with good contributions to teaching and learning in universities but with less research focus on awareness of and attitude to Learning Management System among English Language undergraduates in the Faculty of Arts, University of Ibadan.

Awareness is the general feeling or opinion of an individual about something (Oladosu, 2012). It is the controller of the actual behaviour of an individual consciously or unconsciously. Awareness is a part of the cognitive structure people use to organise and systematise their experiences and behaviours. Okoli (2000) defines awareness as an established mental set that a person uses to evaluate something favourably or unfavourably. Okoli asserts that awareness can be inferred from overt behaviour both verbal and non-verbal which could be appropriate or inappropriate.

According to Pajares (2002), attitude is composed of circumstantial clusters of beliefs. Ajzen (2005) claims that the belief of an individual ultimately determines his or her behaviour. This is because connections are formed among these clusters of belief. Attitude is a mental predisposition to act, which is expressed by evaluating a particular entity with some degree of favour or disfavour. Individuals generally have an attitude that focuses on objects, people or institutions (Scholl, 2002). Mankilik and Agbo (2001) assert that attitude is one's feelings, thoughts and predisposition to believe in some particular manner towards some aspects of one's environment.

Ochonogor (2003) notes that an attitude may be thought of as an expression of a person's values which results from the influence of the environment, past and present acting upon the personality of an individual. This appears to prove that the attitude of the individual is a learned and somewhat, emotional picture of his personality. Mkpa (2001) asserts that attitude forms a part of the affective domain as one of the three generally classified educational objectives. Mkpa pointed out that attitude is measurable at different levels adopting suitable items and indices. Attitude can be measured by carefully accepting or rejecting opinions. It is the way of feeling, thinking or behaving towards something, event or situation.

Attitude is expressible in words or action which depicts one's positive or negative reaction towards something or a given situation (Mkpa, 2001). Obodo (2002) views attitude as a system of positive or negative evaluation of emotional feelings. Harbour-Peters (2002) asserts that attitude is a state that influences and modifies the individual choice of personal action. Attitude is very important in life because it determines the direction of activities (Ajzen, 2005). It can be formed from an individual's past or present and it can be a positive or negative evaluation of people, objects, events, activities and ideas about anything in the environment (Obiegbu, 2016).

Teachers' awareness of, attitude to and use of Information and Communication Technology (ICT) in the English language classroom (Bafunso & Kolawole, 2021), and attitude towards awareness of using ICT in classrooms (Bindu, 2017) have shown that awareness and attitude are strong determinants of students' learning outcomes in English language but to the best knowledge of the researcher, these factors have not been significantly linked to the use of Learning Management System among undergraduates especially in University of Ibadan. Therefore, this study investigated awareness of and attitude to the Learning Management System among undergraduates at University of Ibadan.

Statement of the Problem

Learning Management Systems (LMS) is a combination of different information technology tools that is the core of electronic learning systems and is widely adopted in many academic sections and institutions. The Learning Management System in the community of higher institutions is an online portal that connects lecturers and students. It provides an avenue for classroom materials and activities to be shared easily. Despite the importance attached to Learning Management Systems, it has failed to produce the expected results. Inefficient and ineffective use of the LMS by students because of their attitude and awareness of it has not made the system produce a positive result. As a way of addressing this problem, scholars and researchers have carried out numerous studies on the adoption of Learning Management Systems for students' positive learning outcomes. All these studies came up with good contributions to teaching and learning in universities but with less research focus on awareness of and attitude to Learning Management System among English Language undergraduates especially in the Faculty of Arts, University of Ibadan. Therefore, this study investigated awareness of and attitude to the Learning Management System among undergraduates at University of Ibadan.

Research Questions

The following research questions guided the study:

1. What is the awareness level of undergraduates about the learning management system?
2. What is the attitude of undergraduates to the learning management system?

Significance of the Study

This study revealed awareness of and attitude to the learning management system among undergraduates at University of Ibadan, Nigeria. Through the findings of this study, educational stakeholders would be guided in identifying and working on factors that could enhance the effective teaching of the English language in universities. Also, the study would add to the pool of research on learning management systems among undergraduates in universities.

Method and Materials

The study adopted the survey research design. The Department of English was selected from the Faculty of Art, University of Ibadan. A simple random sampling technique was used to select 50 students from 100 Level, 200 Level and 300 Level in the Department of English, University of Ibadan. In all, a total of 150 students in the English Language participated in the study. Two research instruments were used for data collection: Students' Awareness of the Learning Management System, Questionnaire ($r=0.76$) Questionnaire on Students' Attitude to the Learning Management System ($r=0.80$). Data collected were analysed using descriptive statistics of percentage, mean and standard deviation.

Results

Research Question 1: What is the awareness level of undergraduates about the learning management system?

Table 1: The level of awareness undergraduates about learning management system?

S/N	Items	SA	A	D	SD	Mean	St. D.
1	Learning Management System promotes learning of the English language	20 (50%)	17 (42.5%)	3 (7.5%)	-	3.42	.635
2	The use of a Learning Management System in teaching English language courses is time-consuming	12 (30%)	19 (47.5%)	6 (15%)	3 (7.5%)	3.00	.877
3	The use of a Learning Management System makes students participate actively in English language instruction	21 (52.5%)	18 (45%)	1 (2.5%)	-	3.50	.554
4	Using Learning Management System in learning English language courses increases students' interest.	20 (50%)	19 (47.5%)	-	1 (2.5%)	3.45	.638
5	Using Learning Management System in teaching English language courses enables students to learn the subject very fast.	20 (50%)	17 (42.5%)	2 (5%)	1 (2.5%)	3.40	.708
6	The use of a Learning Management System in learning English language courses is not objective in improving student's performance in the courses.	17 (42.5%)	11 (27.5%)	3 (7.5%)	9 (22.5%)	2.90	1.194
7	Using Learning Management System in teaching English language courses does not foster future learning that is expected to occur in the courses.	13 (32.5%)	19 (47.5%)	4 (10%)	4 (10%)	3.02	.919
8	The use of a Learning Management System makes students learn new vocabulary	24 (60%)	16 (40%)	-	-	3.60	.496
9	Using Learning Management System in teaching English language courses stimulates students' ability to think very fast	24 (60%)	16 (40%)	-	-	3.60	.496
10	The use of a Learning Management System in English language instruction does not facilitate the development of undergraduate students' competence in writing	22 (55%)	11 (27.5%)	2 (5%)	5 (12.5%)	3.25	1.031
11	The use of a Learning Management System in English language instruction develops students' speaking ability	19 (47.5%)	17 (42.5%)	2 (5%)	2 (5%)	3.32	.797
12	Using Learning Management System in teaching English language courses makes students acquire a wide range of ideas about their work in the English language	21 (52.5%)	18 (45%)	-	1 (2.5%)	3.47	.640
13	The use of a Learning Management System in teaching English language courses enables students to become more aware of their strengths in the English language.	20 (50%)	11 (27.5%)	4 (10%)	5 (12.5%)	3.15	1.051
14	Using Learning Management System in teaching English language courses does not make students more aware of their problems in the subject.	20 (50%)	15 (37.5%)	2 (5%)	3 (7.5%)	3.30	.882

15	The use of a Learning Management System in teaching English language courses makes students to be lazy.	21 (52.5%)	13 (32.5%)	4 (10%)	2 (5%)	3.32	.858
Standard Mean = 2.50; Weighted Mean=						3.31	

Table 1 shows the level of awareness of undergraduates about the learning management system. The result shows a weighted mean of 3.31 against the threshold of 2.50 implying that the level of awareness of undergraduate students about the learning management system is high.

Research Question 2: What is the attitude of undergraduates to the learning management system?

Table 2: Attitude of Undergraduates to the learning management system

S/N	ITEMS	SA	A	D	SD	Mean	St. D.
1	My attitude to Learning Management System is good.	87 (58%)	43 (28.7%)	14 (9.3%)	6 (4%)	3.40	.820
2	I prefer the learning management system to a physical class.	65 (43.3%)	60 (40%)	21 (14%)	4 (2.7%)	3.24	.791
3	I am favourably disposed to learn through the Learning Management System.	72 (48%)	61 (40.7%)	15 (10%)	2 (1.3%)	3.35	.715
4	Interacting with a learning management system does not require a lot of mental effort.	70 (46.7%)	68 (45.3%)	9 (6%)	3 (2%)	1.63	.689
5	I revert to Learning Management System each time I need materials on the English Language.	52 (34.7%)	92 (61.3%)	4 (2.7%)	2 (1.3%)	3.29	.585
6	I like Learning Management Systems.	66 (44%)	63 (42%)	19 (12.7%)	2 (1.3%)	3.28	.735
7	If I have my way, I will not learn on the Learning Management System.	72 (48%)	61 (40.7%)	17 (11.3%)	-	1.63	.679
8	The learning management system allows easy return to the previous display page.	77 (51.3%)	55 (36.7%)	16 (10.7%)	2 (1.3%)	3.38	.729
9	Learning through the Learning Management System is burdensome.	62 (41.3%)	82 (54.7%)	5 (3.3%)	1 (0.7%)	1.63	.584
10	I am not comfortable with Learning Management System.	57 (38%)	89 (59.3%)	4 (2.7%)	-	1.64	.532
11	I always enjoy learning about Learning Management Systems.	76 (50.7%)	71 (47.3%)	3 (2%)	-	3.48	.540
12	If I have my way, I wish the learning management system is used forever.	68 (45.3%)	79 (52.7%)	3 (2%)	-	3.43	.536
13	Using Learning Management System would increase my productivity in my coursework.	59 (39.3%)	83 (55.3%)	8 (5.3%)	-	3.34	.577
14	Learning Management System is not beneficial.	76 (50.7%)	66 (44%)	8 (5.3%)	-	1.54	.597
15	Learning through the use of a Learning Management System is a waste of time.	86 (57.3%)	60 (40%)	4 (2.7%)	-	1.45	.550
16	Learning management system consumes money.	69 (46%)	74 (49.3%)	7 (4.7%)	-	1.58	.581
17	I am not encouraged to learn from Learning Management System.	78 (52%)	67 (44.7%)	5 (3.3%)	-	1.51	.564
18	The learning management system is convenient to use.	60 (40%)	82 (54.7%)	8 (5.3%)	-	3.34	.579

19	Using a Learning Management System enables me to have more accurate information.	70 (46.7%)	74 (49.3%)	4 (2.7%)	2 (1.3%)	3.41	.615
20	A learning management system does not promote effective learning.	48 (32%)	90 (60%)	8 (5.3%)	4 (2.7%)	1.78	.661
Weighted Mean = 2.56; Threshold = 2.50							

Table 2 shows the attitude of undergraduates of University of Ibadan, toward the learning management system. The result shows a weighted mean of 2.56 which is greater than the threshold of 2.50. This implies that the majority of the selected undergraduates had a positive attitude to the learning management system.

Discussion of Findings

Table I revealed that the level of awareness of undergraduates about the learning management system was high. The finding may be because for a learning management system to be effectively and efficiently used, students must be aware of it. The finding of this study is in line with Moganashwari (2013) who found that awareness of ICT for the teaching of the English language was high. Armstrong (2011) and Rollinson (2008) also reported in their different studies that undergraduates' level of awareness of the Learning Management System was high. This is against the finding of Li et al. (2014) and Bindu (2017) who revealed in their separate study that ICT awareness of ICT for the teaching English language was low.

Table II revealed that undergraduates had a positive attitude to the learning management system. The finding might be because the students considered online teaching and learning easy and productive. The finding is in line with Rilwan et al. (2015) who found that students have a positive attitude towards the learning management system. Okeke (2021) also reported that students had a positive attitude toward virtual teaching of the English Language. This is contrary to the study of Adeniyi (2007) who revealed that teachers had a negative attitude towards the use of ICT in teaching the English language. Eriemiokhale and Idioedo (2020) also revealed that students had a negative attitude towards virtual teaching of the English Language.

Conclusion

The study has shown that Learning Management System could be enhanced by undergraduates' awareness and attitude. This study has provided a better understanding of awareness of and attitude to the Learning Management System at University of Ibadan, Nigeria. It can be concluded that undergraduates' awareness and positive attitude to Learning Management System will promote efficient and effective use of the LMS.

Recommendations

Based on the findings of this study, it is recommended that relevant educational bodies and stakeholders should ensure that both lecturers and undergraduates of the English language should have a good awareness of and attitude to the Learning Management System. Government should do everything possible to provide online facilities and equipment for the school system. The Academic Staff Union of Nigerian Universities (ASUU) and other educational bodies should organise seminars, workshops and conferences for lecturers on the importance of using online platforms to teach English Language courses to be effectively and efficiently.

References

Al-Busaidi, K.A. and Al-Shihi. (2011). Key factors to instructors' satisfaction of learning management system in blended learning. *Journal of Computing in Higher Education*.

- Al-Khalifa, H. S. (2010). E-learning in Saudi Arabia. In U. Demiray (Ed.). E-learning practices (Vol. 2). Eskisehir-Turkey: Anadolu University.
- Adeniyi. N. (2007). Why we gave 60 computers to our pupils. *The Punch*, March 9, 2007.
- Ajzen, I. (2005). Attitude, personality and behaviour. Open University Press. Buckingham. Retrieved from <http://www.dera.gov.uk>
- Armstrong, DA. (2011). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. *The Turkish online Journal of Educational Technology*.
- Bafunso, O.A & Kolawole, C.O.O. (2021). Teacher awareness of, attitude to and use of ICT in English language classrooms in Ibadan North Local Government Area of Oyo State. *African Journal of Educational Research*, Vol. 25. 21-28
- Bindu, C.N. (2017). Attitude towards and awareness of using ICT in classrooms: a case of expatriate Indian teachers in UAE. *Journal of Education and Practice*, Vol. 8. No 1.
- Brown A & Johnson J (2007). Five advantages of using learning management system. MicroBust Learning. www.microbustlearning.com
- Coates, H, James, R & Baldwin, G. (2005). A critical examination of the effects of learning management systems on university teaching and learning. Tertiary education and management.
- Eriemiokhale, K.A and Idiedo, V.O (2020). Perceptions and attitude of students toward learning at Kwara State University. *Journal of Education and Practice*. 2, 31.
- Ellis, R. K. (ed). (2009). A field guide to learning management systems. Learning circuits American Society for Training & Development.
- Gudanescu, N. (2012). E-Learning in higher and Adult Education. www.intechopen.com
- Garcia, Penalvo F, & Conde M. (2011). Opening learning management system to personal; the learning environment, *Journal of University*.
- Harbour-Peters, V.F. (2002). Teaching strategies in Animalu, A.O.E Harbor-Peters, V.F (2002). Teaching strategies in Animalu, A.O.E
- Hanan, A.E. (2020). Perceptions towards e-learning in times of Covid-19 lockdown phase in tertiary education. *Journal of Research in Curriculum, Instruction and Educational Technology*. Vol. 6, No. 4
- Iwasaki, C., Tanaka, T. & Kubota. (2003). Knowledge Management & E-Learning: An *International Journal*, Vol.3
- Li Li, Kazi, E.H, Abduljalil, O & Ahmad Z.A. (2014). English teachers' awareness of using ICT in the primary school of Shenzhen city in China. *International Journal of Learning and Development*. Vol. 4, No 1.
- Lonn, S & Teasley, S. (2009). Saving time or innovating practice: investigating perceptions and uses of learning management systems. *Computers & Education*, 53(3), 686-694. doi: 10.1016/j.compedu.2009.04.008.

- Moganashwari, K. 2013. Knowledge, attitude and use of ICT among ESL teachers. *GSE Journal of Education*
- Moore J L, Dickson- Deane C, & Galyen K. (2011). The E-Learning, online learning, and distance learning environment. Are they the same? *International Higher Education*.
- Mkpa, A.M. (2001). Educational domains. *Education Review*. 6(1), 43-51
- Mankilik & Agbo. (2001). Use and attitude towards Learning Management Systems (LMS) in Saudi Arabian universities
- Nanayakkara, C. (2006). A Model of User acceptance of Learning Management Systems: A study within Tertiary Institutions in New Zealand, [online] presented at EduCauseAustralasia, <http://www.caudit.edu.au/educauseaustralasia07/authorspapers/Nanayakkara361.pdf>.
- Obiegbo, I.R. (2016). Attitude of students/teachers to the use of information and communication technology in the teaching of the English language in senior secondary schools in Awka, Nigeria. *International Journal of Advanced Research (IJAR)* 1639-1649.
- Obodo, T.Y. (2002). Developing positive attitudes and interest in mathematics in students in Nigerian secondary schools. A paper presented at a submitted workshop organised by the National Mathematics Centre, Abuja.
- Ochonoger, M.B. (2003). Action for environmental protection. Retrieved from www.naijaproperties.com
- Oladosu, K. (2012). Basic technology teachers' awareness and attitude towards the use of information and communication technology for sustainable development in Lagos State education districts: I, IV and VI. *Journal of Education and Practice*. 3(13)
- Pajares, S.O. (2002). Configuring attitude. Computer-supported cooperative work. *International Journal*. 11 (3), pp 317-347
- Rilwan, Muhammad, A & Mamman Abdulrahman, S. (2015). Cloud computing-based e- learning: Opportunities and challenges for tertiary institutions in Nigeria. *International Journal of E-Education, e-Business, e-Management and e-Learning*, 5 (3), 144-152. <https://doi.org/10.17706/ijeee.2015.5.3.144-152>
- Rollinson, D. (2000). *Organizational behaviour and analysis: An integrated approach*. Essex England: Pearson Education
- Rubin B, Fernandes R, Avgerinou M. D, & Moore J. (2014). The effect of learning management systems on student and faculty outcomes. *Internet High Education*.
- Stantehev, V . (2014). Learning management system and cloud file hosting services: A study of students accepting computers in human behaviour
- Scholl, R. W. (2002). Motivation: Expectancy theory. *The University of Rhode Island Website*. Retrieved from <http://www.uri.edu/research/lrc/scholl/webnotes/MotivationExpectancy.htm>

- Okeke, G.C. (2021). Students' perception of and attitude to online teaching during COVID 19 lockdown: Implications for students' achievement in English grammar. A paper presented at the conference of the School of Education, Federal College of Education (Special), Oyo.
- Wang, Y S, Wang, H.Y, & Shee, D Y. (2007). Measuring e-learning systems success in an organizational context: scale development and validation, computers in Human behaviour vol 23, No 4,1792-1808. services.