UTILIZATION OF LEARNING MANAGEMENT SYSTEMS AMONG FACULTY OF EDUCATION LECTURERS OF UNIVERSITIES IN EBONYI STATE

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Abstract

This study focused on utilization of Learning Management Systems among Faculties of Education lecturers of Universities in Ebonyi State. The study adopted descriptive survey research design.The population of this study comprised 385 Faculties of Education lecturers of Ebonyi State University, Abakaliki and Alex-Ekwueme Federal University, Ndufu Alike and all participated in the study. A self-structured questionnaire titled: Utilization of Learning Management Systems Questionnaire (ULMSQ) with reliability index of r = 78 was used as instrument for data collection. Data collected were analyzed using mean, standard deviation, t-test and ANOVA statistic. The entire Hypotheses were tested at 0.05 level of significance. The study found that Faculties of Education lecturers of Universities in Ebonyi State utilize Learning Management Systems to a low extent (2.23±0.46). Male (2.32±0.47) and female (2.34±0.46) lecturers utilize learning management systems to a low extent. Moreso, Assistant lectures (2.25±0.49), Lecturer 11(2.21±0.48), Lecturer 1 (2.39±0.44), Senior lecturers (2.40±0.45) and Professors (2.43±0.42) in the Facultiesutilize Learning Management Systems to a low extent. Furthermore, there was no significant differences in the extent of utilization of Learning Management Systems among Faculties of Education lecturers of Universities in Ebonyi State by gender (t-val=0. 457, P=0.648) but significant difference exists by academic rank (F-val= 3.485, P=val =0.008). The study concluded that Faculties of Education lecturers of Universities in Ebonyi State utilized Learning Management Systems to a low extent. The study recommended among others that School authorities should provide support tailored to academic rank like building foundational skills for junior lecturers and emphasize leadership and innovation in LMS integration for senior lecturers and above.

Keywords: Utilization, Learning management systems, Lecturers

Introduction

The education sector has witnessed a profound transformation owing to the integration of technology in teaching and learning processes. Learning Management System (LMS) is increasingly being adopted in educational institutions worldwide to improve instructional delivery, enhance learner engagement, and facilitate continuous assessment (Chen et al.,

2020). Learning management systems are web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery and reporting of educational content and learner outcomes (Adebayo, Bolanle, Olumayowa, Seun & Adedamola, 2025). Learning Management Systems is a complex, web-based application that provides tools and functions such as content delivery, learning assessment, communications services and course management. It supports learners for online or blended learning activities (Almoslamani (2018; Turnbull et al. (2022). In this study, Learning Management Systems is defined as an online portal which is used to connect lecturers and students for sharing of class material and activities to communicate and have interaction aside from classroom.

` Studies revealed that the use of these learning management systems in teaching and learning offers benefits to the learners such as real-time remote learning capabilities, students can access the online material at any time, time zone, location, and distance is no longer an issue (Morrison et al., 2021; Namada, 2021; Marachi& Quill, 2020). Increasingly, it enhances learning, enables the teachers to communicate efficiently and meaningfully with the students, through announcements, notifications, discussions, wikis, feedback provision, emails, and glossaries. Others include issuing reports and tracking data from student activity, early identification of students in need of assistance, assessing learners through post-tests, surveys, and exams, and providing feedback including grades, rubrics and assignment comments in differing digital formats (Kulshrestha & Kant, 2013). Furthermore, students can also conveniently access their course materials whenever they are free and it is easier for the teachers to direct them to appropriate information based on their needs (Kerimbayev, Kultan, Abdykarimova&Akramova, 2017).

The success of these platforms is closely related to the utilization. Utilization is the act of using, exploiting, operating, consuming or employing service or materials for expected benefits and or rewards (Elis, 2019). Operationally, utilization of LMS involves using software platforms to plan, deliver, implement and evaluate learning processes. Jokhan et al., (2019) noted that lecturers uses LMS to monitor progress, track students' time on tasks, alert educators to emerging issues and provide a real-time appraisal of students' performance. It helps schools to maintain the integrity of their educational programmes by enabling educators to effectively and efficiently develop courses, deliver instruction, facilitate communication, foster collaboration between students, assess students' success and provide other learning resources for support. Utilization of LMS in teaching and learning is to develop and enhance teachers' practices and proficiency as a way of increasing the student's knowledge and skills (Lederman, 2020). Despite these benefits the utilization varies. For instance, Veluvali and Surisetti (2022) reported that LMS are being utilized to a great extent (Stockless, 2018). Sarasa-Cabezuelo (2021) revealed low utilization of LMS in Nigeria. Cavus et al. (2021) also reported low utilization of LMS in teaching and learning at the universities in developing countries including Nigeria.

The use of LMS in teaching and learning may depend significantly on some demographic variables of lecturers such as gender and academic rank (Lasanthika& Tennakoon, 2019). Lasanthika and Tennakoon (2019) reported gender differences in LMS

usage. Study by Alshorman and Bawaneh (2018) found no significant different in the use of LMs among faculty members in teaching and learning in Turkish by gender.

Academic rank is another variable. Sulaiman etal (2023) found significant different in the utilization of learning management systems by academic rank of lecturers, thus, assistant lecturers, lecturers 11 and 1 had higher utilization of learning management system compared to senior lecturers and professors in Malaysia. In Jordan, Alshorman (2020) reported significant difference in the utilization of learning management systems by academic rank and that assistant lecturers, lecturer 11 and 1 had higher utilization of LMS compared to senior and professors. A study by Adeoye and Alabi reported low utilization of LMS among lecturers in Nigeria. Chizozie-Okwum (2018) study equally reported low utilization of LMS among lecturers in Nigeria based on academic rank.

Globally, varying results on the level of utilization of learning management system has been reported. For instance, in Kurdistan region in Iraq, Sulaiman etal (2023) reported that lecturers exhibit low LMS usage rates preferring traditional teaching methods. In Nigeria, Kasumu (2022) found low LMS utilization among lecturers in Nigeria universities persists, hindering effective teaching and learning.

A lecturer is an academic staff member within a programme with a minimum qualification of a first degree not below secondclass lower division. A university lecturer is one who teaches and conducts research in universities and other research institutes as well as engaging in community services to foster societal development (Owo &Ajie, 2020). Due to the demanding nature of the job of university lecturers, it becomes necessary for them to be more flexible, intelligent, resourceful and competent in the use of LMS so as to render their services diligently.

Although numerous research investigated utilization of learning management systems among lecturers and it is worth noting that the bulk of these studies have been undertaken in developed nations (Jamil, 2017; Tarhini et al., 2017). In Ebonyi State, there is no much research with regards to utilization of learning management systems among Faculties of Education lecturers of Universities in Ebonyi State. The study of lecturers of Faculties of Education boiled down to the fact that they are to use the platforms to train and prepare future teachers who will shape the next generation of learners, contribute to developing and refining education curricular, ensuring relevance and effectiveness of LMS and conduct research that informs education policy, practice and innovation in the use of learning management systems. Thisreason prompted the researchers to study utilization of learning management systems amongFaculties of Education lecturers of universities in Ebonyi State

Integration of Learning Management Systems (LMS) in education has gained grip globally, with many universities adopting these platforms to improve instructional delivery and enhance students learning outcomes. In Nigeria, many lecturers and students have undergone training on LMS. Yet, questions remain about its utilization in teaching and learning in improving educational outcomes at the universities. In Ebonyi State, there were series of training organized by school management regarding Learning Management System (LMS), and examinations conducted for all the lecturers and later issued certificates to them. Recently, the researchers observed that despite the emphasis on the

use of LMS in the universities, there is no visible information on the level of utilization of learning management system in teaching and learning among lecturers in the Faculties of Education in Universities in Ebonyi State. It is in this premise, that the researchers determined utilization of the Learning Management Systems in teaching and learning among Faculties of lecturers in Universities in Ebonyi State.

Methodology

This study adopted descriptive survey research design. The study was carried in two universities with Faculty of Education namely: Alex- Ekwueme Federal University Ndufu-Alike and Ebonyi State University, Abakaliki. The population of this study comprised 385 lecturers, 197 lecturers from Faculty of Education, Alex Ekwueme Federal University Ndufu-Alike. Nigeria and 188 from Faculty of Education Ebonyi State University, Abakaliki and all participated in the study. The study of this population becomes imperatives due to the facts that, it is only universities in the State with Faculty of Education.

The instrument for data collection wasa self- developed structured questionnaire titled: Utilization of Learning Management Systems Questionnaire (ULMSQ). The instrument consisted of 12 items with two sections A and B. Section A contained 2 items which elicited information on the demographic variables of the respondents. Section B contained 10 items which elicited information on the utilization of learning management systems. The respondents were required to indicate on four point scale using Always (AL) = 4, Often (OF) = 3, Sometimes (ST) = 2 and Never (NE) = 1. Face validation of the instrument was done by three experts from the field of Human Kinetics and Health Education and Measurement and Evaluation. There were asked to help to ensure the clarity of instruction to the respondents, proper wording of items in addressing the objectives of the study. The corrections and suggestions made by the experts were incorporated in the final draft of the instrument used for the study. Utilization of Learning Management Systems Questionnaire (ULMSQ) was administered on 30 lecturers in Faculty of Education, Enugu State University of Science and Technology (ESUTH). Cronbach Alpha procedure was used to test the reliability of the instrument. The overall reliability co-efficient of the instrument Utilization of Learning Management Systems Questionnaire (ULMSQ) r= 0.78. Since the reliability coefficient of above 0.60 was obtained the instrument was considered reliable. This was based on Ogbazi and Okpala's (2014) who suggested that if the correlation coefficient obtained in an instrument is up to 0.60 and above, the instrument should be considered good enough to be used for a study.

Four research assistants assisted the researchers in the distribution and collection of the data. The research assistants were instructed by the researchers on the procedure for administration of the questionnaire. In order to gain access to the respondents by the researchers and their research assistants, a letter of introduction was attached to each questionnaire and equally presented to each HOD that participated in the study. Subsequently, the HOD introduced the researchers and their research assistants to the respondents.Thereafter, the researchers and the research assistants administered the questionnaire to the respondents in their respective offices. Out of 384 copies of the

questionnaire distributed, 374 representing 97.1% return rate were retrieved and used for data collection. Data were analyzed using mean, standard deviation, t-test and Analysis of Variance (ANOVA). Mean and standard deviation were used to answer all the research questions. A criterion mean of 2.50 was set for this study. A criterion mean of 2.50 and above was adjudged high extent of utilization of LMS while below 2.50 was considered low. The t-test statistic was used to test hypothesis 1 while ANOVA statistic was used to test hypothesis 2. The entire hypotheses were tested at 0.05 alpha level of significance.

Results

The results of this study were presented below:

Research Question 1

What is the extent of utilization of Learning Management Systems in teaching and learning among Faculties of Education lecturers of Universities in Ebonyi State?

Table 1: Mean and Standard Deviation of Learning Management Systems in Teaching and Learning among Faculties of Education Lecturers in Universities in Ebonyi State (n=374)

S/N	LMS	$\bar{x}$	SD	Decision
1	Google classroom	2.60	1.12	High
2	Moodle	2.39	1.04	Low
3	Blackborad	2.47	1.97	Low
4	Schology	2.30	0.94	Low
5	Edmodo	2.41	0.88	Low
6	Talent LMS	2.25	0.93	Low
7	Ispring learn	2.18	0.93	Low
8	Wizlq	2.28	0.87	Low
9	Docebo	2.20	0.87	Low
10	Canvas	2.22	0.46	Low
	Overall	**2.33**	**0.46**	**Low**

Result on Table 1 showed all scored below 2.50 criteria set for this study except on item google classroom (2.60±1.12). Overall (2.23±0.46) was also below a criteria mean 2.50 set for the study. This means that Faculties of Education lecturers in Universities in Ebonyi Stated utilize Learning Management Systems to a low extent (2.23±0.46).

Research Question 2

What is the extent of utilization of Learning Management Systems in teaching and learning among Faculties of Education lecturers of Universities in Ebonyi State by gender?

Table 1: Mean and summary of t-test analysis of learning management systems in teaching and learning among Faculties of Education Lecturersof Universities in Ebonyi State by Gender

S/N	LMS Platforms	Gender				t-val	p-val
		Male (n=189)		Female(n=185)			
		$\bar{x}$	SD	$\bar{x}$	SD		
1	Google classroom	2.56	1.11	2.64	1.13	0.756	0.450
2	Moodle	2.38	1.07	2.40	1.01	0.127	0.899
3	Blackborad	2.47	1.04	2.46	1.04	0.105	0.917
4	Schology	2.24	0.98	2.36	0.95	1.238	0.216
5	Edmodo	2.37	0.94	2.45	0.95	0.800	0.424
6	Talent LMS	2.36	0.92	2.15	0.83	2.350	0.019
7	Ispring learn	2.23	0.95	2.14	0.90	0.902	0.368
8	Wizlq	2.20	0.89	2.36	0.96	1.671	0.095
9	Docebo	2.19	0.86	2.21	0.88	0.285	0.776
10	Canvas	2.20	0.80	2.24	0.93	0.468	0.640
	Overall	**2.32**	**0.47**	**2.34**	**0.46**	**0.457**	**0.648**

Result on Table 2 indicated that both male (2.56±1.11) and female (2.64±1.13) lecturers utilized google to a high extent but utilized other learning management systems to a low extent. Overall mean scores for male (2.32±0.47) and female (2.34±0.46) were below criteria mean of 2.50 set for this study. This means that male (2.32±0.47) and female (2.34±0.46) lecturers utilized learning management systems to a low extent. On the hypothesis, no significant differences were observed on all the items (P>0.05), except on talent LMS (P<0.05). Overall, (t-val=0. 457, P=0.648) was above 0.05 level of significance. This implies that there is no significant difference in the extent of utilization of Learning Management Systems in teaching and learning among Faculties of Education lecturers of Universities in Ebonyi State by gender (t-val=0. 457, P=0.648)

Research Question 3

What is the extent of utilization of Learning Management Systems in teaching and learning among Faculties of Education lectures of Universities in Ebonyi State by academic rank?

Table 3: Mean and summary of ANOVA Analysis of Learning Management Systems in Teaching and Learning among Faculties of Education Lecturers in Universities in Ebonyi State by Academic Rank

S/N		Academic Rank											
	LMS Platforms	Ass Lect(n=48)		Lect II(n=100)		Lect I (n=100		Snr Lect(n=78)		Professors (n=48)		F-val	P-val
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD				
1	Google classroom	2.68	1.16	2.61	1.10	2.77	1.11	2.42	1.14	2.45	1.12	1.329	0.259
2	Moodle	2.27	1.19	2.32	0.91	2.35	1.10	2.48	1.02	2.60	1.04	0.977	0.420
3	Blackborad	2.62	1.14	2.47	1.07	2.52	0.98	2.44	0.96	2.25	1.04	0.860	0.488
4	Schology	2.00	0.92	2.02	0.84	2.53	1.00	2.43	1.03	2.52	0.97	5.032	0.000
5	Edmodo	2.43	0.76	2.24	0.93	2.44	0.97	2.33	0.98	2.83	0.94	3.450	0.009
6	Talent LMS	2.31	1.01	2.28	0.89	2.25	0.85	2.14	0.83	2.37	0.88	0.611	0.655
7	Ispring learn	2.22	0.88	2.22	0.94	2.19	1.00	2.30	0.82	1.89	0.93	1.565	0.183
8	Wizlq	2.16	0.88	2.07	0.90	2.34	0.89	2.51	1.01	2.33	0.93	2.849	0.024
9	Docebo	2.02	0.78	2.04	0.88	2.27	0.81	2.34	0.90	2.35	0.87	2.461	0.045
10	Canvas	1.83	0.59	1.85	0.67	2.25	0.80	2.62	0.96	2.70	0.87	1.567	0.000
	Overall	2.25	0.49	2.21	0.48	2.39	0.44	2.40	0.45	2.43	0.42	3.485	0.008

Data on Table 3 showed that Assistant Lecturers scored up to 2.50 criteria set for this study on item 1 and 3 but scored below a meancriteria of 2.50 on all other items. Lecturer 11 scored below 2.50 on all the items except on item 1. Lecturer 1 scored upto 2.50 on items 1,3 and 4. Senior lecturers scored below 2.50 mean criteria set for this study on all the items except item 2, 4,5 and 10. Overall, Assistant Lecturers (2.25±0.49), Lecturer11(2.21±0.48), Lecturer 1(2.39±0.44), Senior lecturers (2.40±0.45) and Professors (2.43±0.42) were below 2.50 set for this study. This suggested that the Assistant Lecturers(2.25±0.49), Lecturer 11(2.21±0.48), Lecturer 1(2.39±0.44), Senior Lecturers(2.40±0.45) and Professors (2.43±0.42) in Faculties of Education of Universities in Ebonyi State utilized Learning Management Systems in teaching and learning to a low extent. Furthermore, no significant differences exist on google classroom, moodle, blackboard,talent LMS and ispring learn (P>0.05) but significant different exist on others items (P<0.05). Overall (F-val= 3.485, P=val =0.008) showed that there is significant difference in the extent of utilization of Learning Management Systems in teaching and learning amongFaculties of Education Lecturers of Universities in Ebonyi State by academic rank (F-val= 3.485, P=val =0.008).

Discussion of Findings

Result on Table 1 showed that Faculties of Education lecturers of Universities in Ebonyi State utilized Learning Management Systems to a low extent. This result is a surprise one based on the fact that lecturers have undergone training on the use of learning management systems in teaching and learning in the universities. The implication is that if

this trend continue, it might reduce the relevance and effectiveness of LMS in teaching and learning. This finding led credence to Sarasa-Cabezuelo (2021) who revealed low utilization of learning management systems in teaching and learning in Nigeria. The finding agreed with Cavus et al. (2021) who reported low utilization of LMS in teaching and learning at the universities in developing countries including Nigeria. However, the result is not in line with Veluvali and Surisetti (2022) who reported that LMS are being utilized to a great extent (Stockless, 2018).

Results on Table 2 indicated that both male (2.32±0.47) and female (2.34±0.46) lecturers utilized learning management systems to a low extent. Also, there was no significant difference in the extent of utilization of Learning Management System platforms in teaching and learning among Faculties of Education lecturers of Universities in Ebonyi State by gender (P>0.05). The findings are in tandem with some scholarly's report like Alshorman and Bawaneh (2018) whose study found no significant different in the use of LMS among Faculty members in teaching and learning in Turkish by gender, but do in line with the result of Lasanthika and Tennakoon (2019) who reported gender, differences in LMS usage of Learning Management System.

Results on Table 3 indicated that Assistant lecturers (2.25±0.49), Lecturer 11(2.21±0.48), Lecturer 1(2.39±0.44), Senior Lecturers(2.40±0.45) and Professors (2.43±0.42) in Faculties of Education of Universities in Ebonyi State utilize Learning Management Systems in teaching and learning to a low extent. This finding supported the finding of other researchers. Thus, Chizozie-Okwum (2018) study reported low utilization of LMs among lecturers in Nigeria based on academic rank. However, there was s significant difference in the extent of utilization of Learning Management System platforms in teaching and learning among lecturers in Faculties of Education Lecturers in Universities of Ebonyi State by academic rank (P>0.05). This finding is in agreement with other studies like Sulaiman etal (2023) who found significant difference in the utilization of learning management systems by academic rank of lecturers in Malaysia. Alshorman (2020) who reported significant difference in the utilization of Learning Management System by academic rank in Jordan,

Conclusion

Based on the findings of this study, it can be concluded that among all the learning management systems, the lecturers in Faculties of Education of Universities in Ebonyi State only utilized google classroom but had low utilization on all other LMS. When some demographic variables were compared, both male and female lecturers utilized LMS to a low extent but significant difference was observed on the extent of utilization based on academic rank. Based on the findings, the following recommendations were made:

i. There is need for school management to offer regular training programmes to lecturers, monitor the usage, provide feedback and address concerns to ensure successful implantation
ii. School management should address gender-specific barriers faced by lecturers in the utilization of learning management systems.

iii. School authorities should provide support tailored to academic rank like building foundational skills for junior lecturers and emphasize leadership and innovation in LMS integration for senior lecturers

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