

**PERCEPTION OF TEACHERS TOWARDS THE USE OF LEARNING
MANAGEMENT SYSTEM IN TEACHING AND LEARNING**

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ABSTRACT

This study examines the perception of teachers towards the use of learning management system in teaching and learning. Sample of the study includes 75 teachers from the higher education institution and were selected using purposive cluster sampling technique. Data was collected using Questionnaire constructed by the investigator consisting of 25 items. The data was collected through google form. The reliability coefficient was found to be 0.89. The findings revealed that majority of the teachers showed positive perception towards the use of learning management system in teaching and learning. Findings also showed that 94% of teachers felt it difficult to use the learning management system continuously in their teaching due to the fact that the students learning could not be ensured completely and the interaction with the students could not be assessed. The factors including stream, subject, exposure to learning management system and frequency of using the learning management system affected the perception of the teachers and was significantly related. The knowledge about the various learning management system among the teachers showed explanatory significance in the perception of the teachers towards the use of learning management system. The study suggests training the teachers in using the learning management system effectively and also to help the teachers use the learning management system continuously in their teaching.

Keywords: Perception, learning management system, higher education.

1. Introduction:

At this age of technological explosion, online education tools are being widely used in higher education system to facilitate teaching and learning in the present scenario. Information is largely available online. Teachers and students are using these resources widely and at their own pace. The roles and responsibilities of the teachers are increasing in par with the growth of technology and its use in the education sector. They are in need to ensure the correct usage of technology by the student

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community. Learning Management System (LMS) is the new technological support the teachers are adopting to manage their students accessibility to the course material and their learning activities. All higher education institutions globally are encouraging their teachers and students to use Learning Management System (LMS) in order to provide 24/7 accessibility to the resources. This Learning Management System (LMS) serves as the communication tool and the medium to share knowledge. Thus, Learning Management System (LMS) has created the opportunity to teachers and students to use the digital technology in educational context. Many higher education institutions have adopted the Learning Management System (LMS) to increase the quality of teaching and learning and to encourage the teachers and students to be more interactive. Learning Management System (LMS) is introduced worldwide in education to deliver the course materials to students, allow the teachers to communicate with the students 24/7 and to equip them with all technological skill. This Learning Management System (LMS) also creates a virtual place to allow interaction between the teachers and students [1]. With this in mind, the researcher sought to examine the Perception of teachers towards the use of Learning Management System in Teaching and Learning and present in this paper.

2. Literature Review:

W.W. Goh, J. L. Hong and W.Gunawan (2014) [1], in their study revealed that the perceived simplicity of using Moodle for teaching does not inspire good responses from academics. Lecturers only partially make use of Moodle's interactive capabilities, treating it as a content repository. It was discovered that usability problems, interaction problems, and communication problems negatively impacted the lecturers' perception.

Hsu & Chang [2] explore the willingness of students to adopt Moodle for learning. The findings showed that the most important factor directly influencing students' attitudes about adopting Moodle is perceived ease of use.

Ahmad and Fitrianto Eko Subekti (2021) [3] , in their study showed that more than 40% of instructors say that the LMS facilities are excellent, and more than 60% of teachers concur that using Moodle has a favourable impact on math learning. More than 30% of respondents to this study disagreed that teachers were prepared to use Moodle, indicating that teachers do not view resources as being ready.

3. Objectives of the Study:

To find out the perception of teachers towards the use of learning management system in teaching and learning

To offer suggestions to the teachers to develop positive perception towards the use of learning management system in teaching learning

4. Methodology:

The present study was conducted under survey method. Sample of the study were selected using purposive cluster sampling technique which includes 75 Higher Education Teachers from Mother Teresa Women's University. Data from the selected sample was collected using Questionnaire constructed by the investigator consisting of 25 items. This tool was a two point scale with scoring 2,1 respectively. The tool was validated based on the pilot study. The reliability coefficient of the tool used was found to be 0.89.

5. Analysis and Interpretations:

Qualitative and Quantitative analysis of data revealed that majority of the selected sample had positive perception towards the use of learning management system in teaching learning

Table 1 Knowledge about Learning Management System (LMS)

Familiarity	No. of Respondents	Percentage
Yes	75	100
No	0	0
Total	75	100

From the above table, it can be noted that 100 percent of the respondents had the knowledge about the various Learning Management System (LMS) and its uses in the higher education system.

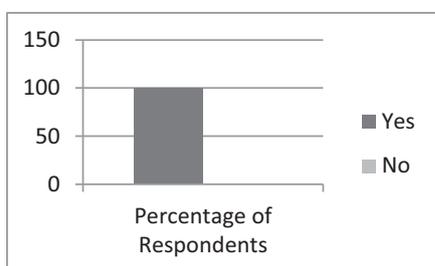


Table 2 Familiarity in using Learning Management System

Familiarity	No. of Respondents	Percentage
Yes	66	88
No	9	12
Total	75	100

The above table stated that, though the teachers had the knowledge about the various Learning Management Systems, 88 percent of them were familiar on how to use the Learning Management System and 12 percent of them were not familiar about using the Learning Management System.

Table 3 Difficulty in using Learning Management System

Difficulty	No. of Respondents	Percentage
Yes	19	25
No	56	75
Total	75	100

The above table shows that, 25% of the teachers had difficulty in using the Learning Management System and 75 percent of the teachers did not have any difficulty. The teachers opined that they faced lot of difficulty in organizing the LMS since it has lot of steps for each activity.

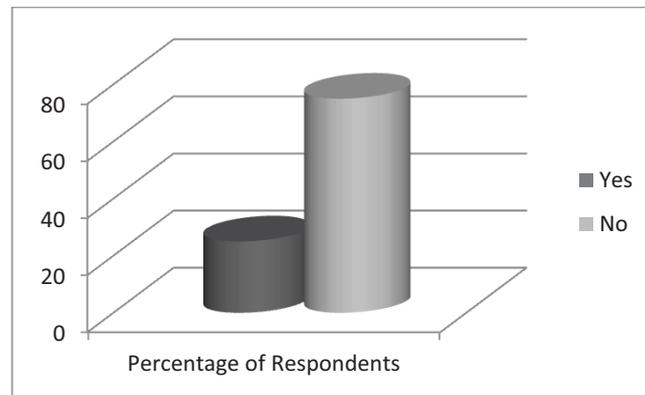


Table 4 Benefit sofusing Learning Management System

Benefits	No. of Respondents	Percentage
Yes	65	87
No	10	13
Total	75	100

The above findings reveal that 87 percent of the higher education teachers benefited from using Learning Management System. They added that this helped them highly during the lockdowns and online classes. 13 percent of the teachers opined that they did not benefit of using Learning Management System.

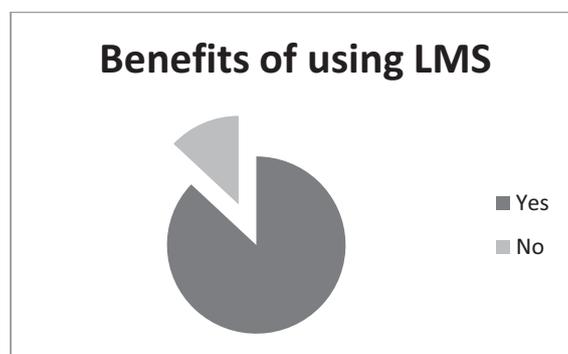


Table 5 Effect of LMS in students achievement

Achievement	No. of Respondents	Percentage
Yes	63	84
No	12	16
Total	75	100

When comparing to the use of LMS on the learning of students, it is seen that 84 percent of the teachers state that Learning Management System had positive effect on the learning of the students and 12 percent of the teachers stated that there was no remarkable effect on the learning of the students. They also added that this may be due to the fact that the students are not in control and also the interaction between the teacher and the student also lacks.

6. Qualitative Analysis:

Learning Management System creates a more open atmosphere for the students to stay connected and keep them engaged in class discussions. Literatures suggest that the primary role of LMS is to communicate the intended learning activities to students and to act as content repository for the creation and management of resources. Based on the previous research, students and lecturers are satisfied with the performance and stability of Moodle [4][5][6]. The researcher conducted the study to find the perception of the higher education teachers towards the use of Learning Management System. The teachers in overall had a positive perception towards the use of Learning

Management System. They opined that the use of LMS like google classroom is easy to adapt but the LMS like Moodle is difficulty for them to use because it has lot of steps to organise every activity. The activities of the students can be assessed to some extent. The teachers feel that there is less interactivity as compared to other social networking tools like whatsapp messenger. The teachers also said that the new users require technical support to use the LMS to the fullest benefit[7].

7. Findings and Conclusion:

- The teachers in the higher education system had positive perception towards the use of LMS
- All the teachers had the knowledge about the various LMS available
- Majority of the teachers were familiar with the usage of LMS in their teaching
- The teachers opined that they faced lot of difficulty in organizing the LMS since it has lot of steps for each activity.
- They also added that the using of LMS has less effect on the students learning due to the fact that the students are not in control and also the interaction between the teacher and the student also lacks.
- .The teachers feel that there is less interactivity as compared to other social networking tools like whatsapp messenger

8. Conclusion:

Thus the results of this study demonstrate that teachers can engage more fully in LMS if they understand its value and give it some serious thought. Learning Management System is simple to use for instruction. In order to provide good user support and motivate teachers to use the system, universities should offer a lot of workshops and training opportunities. This will increase teachers enthusiasm in utilising LMS and lessen their worry about it.

Acknowledgement

I would like to express my sincere thanks to all the staff who completed the questionnaire and answered it towards the successful conduct of the research.

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