

**A STUDY ON AWARENESS AND ATTITUDE TOWARD THE
LEARNING MANAGEMENT SYSTEMS AMONG ENGLISH
DEPARTMENT FACULTIES OF SELECT GOVERNMENT-AIDED
COLLEGES IN CHENNAI**



ABSTRACT

Learning Management Systems (LMS) facilitate and support the organizing of course materials. Some academic institutions, but not all, utilize it. This study aims to determine faculty members' knowledge and attitudes towards Learning Management Systems (LMS) and how they implement LMS in their courses. The English department faculties of four government-aided colleges in Chennai were invited to submit a survey to measure their LMS usage and degree of awareness. The researcher assessed the respondents' attitudes and knowledge regarding Learning Management Systems (LMS) and their perceptions of their usability and frequency of classroom use. According to the study, the majority of respondents viewed LMS positively. There was a strong correlation between their attitude and perception of the LMS's use and convenience. Neither gender nor topic matter had a statistically significant impact on respondents' attitudes towards LMS. Actual LMS utilization did not correlate with attitudes, perceived utility, or perceived usability.

Keywords: *LMS, awareness, attitude, perceived ease of use, perceived utility, government-aided colleges.*

I. Introduction

Technology is the backbone of every advancement in any field. Education is also indispensable for using the latest advanced technologies to widen the scope of the teaching-learning process. The most advanced and popular technology in today's teaching fraternity is LMS. All the subject domain faculties are familiar with this latest technology. So it is essential to concentrate on the utility of LMS in teaching the English language to adult learners. This study focuses on the awareness and attitudes toward LMS among English faculties in select government-aided colleges in the heart of Chennai city.

II. Importance of the English Language

The world is perpetually advancing progressively. In the twenty-first century, global events affect all nations. The presence of globalization results in the interconnectedness of

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nations. There is a marked increase in international cooperation due to improved international relations. A common language is one of the tools required to enable cooperation. The languages of all countries are distinct; therefore, it is vital to have a language that can be understood by people from various nations. And this is the English language. In the 21st century, English proficiency is one of the essential skills to possess. One must also possess strong English language skills to obtain a better education. Numerous universities, both national and international, stipulate "excellent English proficiency" or a TOEFL, IELTS, or TOEIC score as a prerequisite for admission.

III. ICT methods in ELT

English is the global language and source language of most businesses. Learning English to widen business knowledge is a must in this global village. So every individual wishes to learn and enhance the English language. Today ICT methods are a boon to English teachers; they help them effective and efficient teaching of the English language in exciting ways. Many online platforms help them to communicate with their learners. During the COVID-19 pandemic, modern ICT technologies motivate learners and keep them on the learning track. Most challenging times necessitate the importance of these ICT methods. Due to its benefits for both teachers and students, technology has become an indispensable part of the English teaching-learning process. As a result, students developed language abilities and teachers obtained context-specific knowledge and vocabulary. They advocated the five terms of literacy that are necessary for teachers who incorporate ICT in their teaching practises: content knowledge, the ability to understand a particular subject; pedagogical knowledge, the ability to manage the methodologies in teachings, such as classroom management, assessment, and lesson plan; knowledge of learners, the ability to understand their need, skill, and identity; and knowledge of context, the ability to understand the context in which a particular subject is being taught.

IV. Definition of LMS

Wikipedia defines LMS as "A learning management system (LMS) is software for the administration, documenting, tracking, reporting, automation, and delivery of educational courses, training programmes, and learning and development programmes."

V. Benefits of LMS

LMS, which stands for Learning management system, is advantageous to students and professors since it allows for monitoring student progress, providing adaptable learning modules, facilitating various learning activities, etc. Flexibility confers greater autonomy on the learner but also increases the need for self-direction and self-motivation. The training system facilitates administrative activities and student engagement in e-learning resources. This training software allows for managing users, learning materials, learning events, etc. In addition, it monitors and manages to learn progress and performance.

VI. LMS and ELT

In English language teaching, eLearning technologies play an indispensable role. Professors rely on online learning management systems to support them in designing effective language courses, implementing learning routes, and ensuring collaborative learning and continuous student engagement. Using interactive learning technologies such as blogs, forums, chat, images, and web conferencing makes learning and teaching English enjoyable and effective. The latest LMS's propensity to allow mobile learning is remarkable, as are its collaborative learning capabilities. The qualities of an eLearning system make it an appropriate instrument for teaching English in the corporate environment.

VII. Review of Literature

Rizky Eka Prasetya (2021), in the article titled "Effectiveness of Teaching English for Specific Purposes in LMS Moodle: Lecturers' Perspective", investigated Moodle, a learning management system (LMS), provides an advantageous arrangement of features that facilitate language learning in an electronic setting. English instructors' difficulty in achieving engagement and adaptability in their online classroom. This study aims to determine the effectiveness of Moodle-based English instruction. Interviews with a semi-structured framework and an open-ended questionnaire were used to collect comprehensive data on the English lecturer's Moodle-based teaching experiences. This study concludes that the effectiveness of Moodle-based English instruction depends on lecturer competencies in English pedagogy and lecturer expertise with the Moodle system. It covers a comprehensive curriculum with high expectations, composes applicable model content, and makes it more accessible; it provides specific and culturally relevant instruction; it maintains practical approaches to explicit learning strategies; it permits learners to use their native

language; it develops vocabulary and reading comprehension, and it integrates communicative competence skills. The Moodle classroom's language-learning activities can satisfy learning practice for participants at all levels of progression with a specific configuration, management, changes, and teaching method. The designer of an English teaching course should plan and manage an expected course model of course-related activities, which includes the use of the syllabus or course information page. The fundamental characteristic of interchangeable communication considerably modifies language instruction pedagogy in the electronic ecosystem. Moodle-based English instruction can be accomplished with the complete teaching methodology capabilities and technicalities of the Moodle system.

Nurhani Omar, and Harwati Hashim (2021), in their research article titled "A Survey on the Acceptance of E-Learning for Professional Development amongst English as a Second Language (ESL) Teachers in Malaysia," Recent trends and developments in Education 4.0 have sped Malaysian ESL instructors' adoption of e-learning to enhance their professional growth. Using the Technology Adoption Model, this research explores the level of e-learning acceptance among Malaysian English as a Second Language (ESL) teachers (TAM). Moreover, the paper investigates the potential links between perceived ease of use, perceived utility, behavioural intention to use, and actual usage of e-learning for professional growth. Sixty Malaysian ESL teachers who participated in an online professional development course were asked to submit a questionnaire after the course concluded. The gathered data were analyzed using descriptive and inferential statistics. The responses of the educators revealed their technological acceptance levels. In addition, there were substantial connections between perceived usefulness, behavioural intent to use e-learning, and actual use of e-learning. However, no significant correlation was detected between perceived ease of use and behavioural intent to use. This paper aims to provide insight into how training providers might enhance e-learning in the context of professional development. In addition, limits, consequences, and suggestions for future investigations are presented.

VIII. Theoretical Framework

Davis' (1989) Technology Acceptance Model is one of the most significant research models used to predict users' intention to use and accept information systems and information technology. Over the past decade, the Technology Acceptance Model has garnered significant interest from scholars in the field of information systems. The TAM has two variables: perceived ease of use and perceived usefulness. Perceived ease of use is the extent to which an individual believes that

utilizing a specific information system or technology would be effortless. Perceived usefulness is the extent to which a person believes that utilizing a specific information system or technology would improve his or her job or performance.

Perceived ease of use and perceived utility positively influence attitudes about an information system and intentions to use and acceptance. Additionally, perceived ease of use influences perceived utility favourably, and both perceived ease of use and perceived usefulness are influenced by external variables.

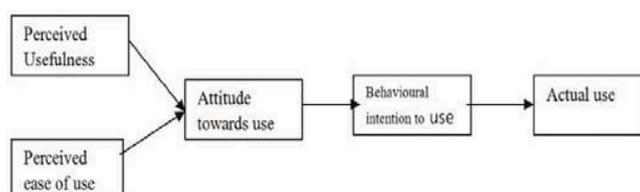


Figure 1: The original technology acceptance model TAM (Davis, 1989)

IX. Aim of the Study

The LMS is utilized to support both theory-based and practice-based teaching and learning. Given the widespread use of LMS to support English language teaching and learning in today's classrooms, the primary objective of the present study was to evaluate the variables believed to influence English department professors' perceptions of and actual use of LMS in a specimen of government-aided colleges. Since awareness and readiness to accept new technology was the primary concern to be highlighted in this study, the following model was developed to describe the significant factors discussed previously.

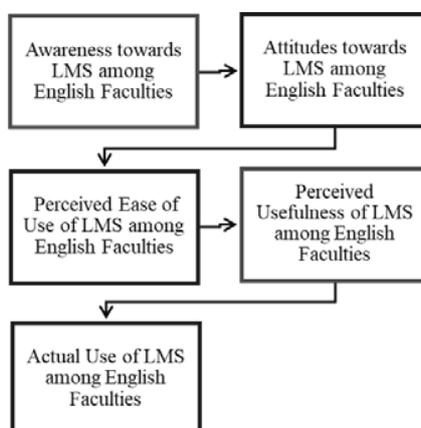


Figure 2: The Research model

X. Research Questions

1. Is computer literacy play a vital role in accessing LMS?
2. Does LMS create a significant impact on English language teaching?
3. Does LMS allow fresh approaches to teaching methods?
4. Does LMS play a good platform for self-learners?
5. Are faculty members aware of organizing course materials in LMS?
6. Does LMS facilitate communication easier?
7. Are faculties aware of all the available teaching tools in LMS?
8. Are faculties aware of all the available assessing tools in LMS?

XI. Research Hypotheses

H1: Computer literacy towards LMS is connected to Perceived Usefulness.

H2: Perceived Usefulness of new teaching approaches is related to Perceived Ease of Use.

H3: Actual Use of LMS is proportional to Perceived Ease of Use.

H4: Perceived Usefulness of teaching tools is proportional to Actual Use.

H5: Perceived Ease of Use of assessing tools is directly linked to Perceived Usefulness.

H6: LMS facilitates blended teaching methods.

XII. Methodology

(a) Respondents

41 English Department Faculties from 4 government-aided colleges situated in the heart of Chennai city contributed as the study's respondents. During the COVID-19 pandemic, every institute was forced to use the LMS platform irrespective of their technical competency and skills. The study was carried out to track the awareness and attitudes of the LMS among English faculties of those selected colleges. Among the four chosen colleges, two are men's colleges, and two are women's colleges. All participants completed consent forms and were told that all information would be confidential.

(b) Instrumentation

The instrument for this investigation was a three-part questionnaire. Following a comprehensive review of the pertinent literature, the researcher drafted it. The first section included personal details such as age, gender, designation, and years of experience. The

second segment, labelled "Attitude of LMS use", measured "perceived ease of use" and "perceived utility". The replies to questionnaire items on a five-point Likert scale varied from strongly agree (=5) to strongly disagree (=1). The last component of the survey labelled "Awareness of LMS Use," featured a five-point Likert scale ranging from Extremely (=5) to Not at all (=1).

(c) Validity and Reliability of the Instrument

The preliminary draught of the study questionnaire was examined by a team of five ICT education specialists to confirm its validity. Their comments were considered, and the necessary modifications were implemented in response. To determine the reliability of the Questionnaire, section 2 had ten five-point Likert scale questions that were assessed by ten professors. Internal consistency measures were determined, and the reliability of the Questionnaire suggested that internal consistency was high. Several items have been added, while others have been removed. Therefore, the study may be resumed with the original group of professors.

(d) Data Analysis

The data were recorded and analyzed statistically. A determination was made on the frequency and proportion of participant data. Means and standard deviations were calculated to determine the lecturers' attitudes toward LMS, perceived utility, and perceived usefulness in response to the second and third parts of the Questionnaire.

XIII. Findings

(a) The Respondents' Information

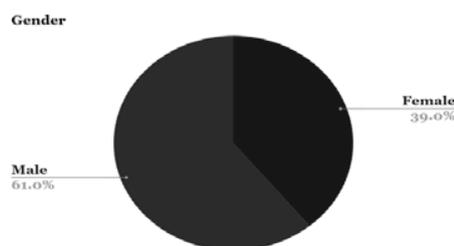


Figure 3: Pie Chart – Gender

Of all respondents, there are 39% females and 61% males. Concerning their age, 4% of faculties are under 25-30 years, 5% of the faculties are under 31-35 years, 9% of the faculties are under 36-40 years, 10% of the faculties are under 41-45 years, 4% of the faculties come under 46-50 years, and 9% of the faculties come under 51 and above.

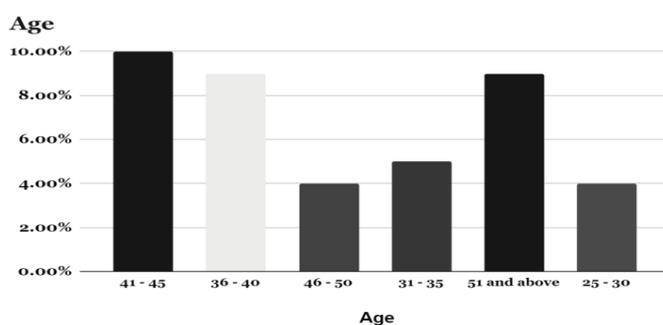


Figure 4: Bar Chart – Age

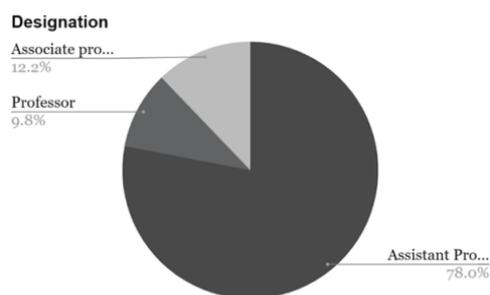


Figure 5: Pie Chart – Designation

It was found that most of the respondents were Assistant Professors, very few Associate Professors, and a limited number of Professors participated.

(b) Responses from the Questionnaire

Based on the research topics, the survey questionnaire was designed by the researcher. The questions were split into two categories:

- (i) Attitude toward LMS and
- (ii) Awareness regarding LMS.

XIV. Attitude toward LMS

(a) Perceived Usefulness

Perceived usefulness is "the amount to which an individual believes that implementing a certain method would improve his or her job performance. This is compatible with the definition of useful: "capable of being utilized to one's benefit."

Figure 6 implies that the respondents believe using LMS enhance their computer skills. Though the respondents are from the humanities, they firmly believe using the latest technology will strengthen their technical skills considerably.

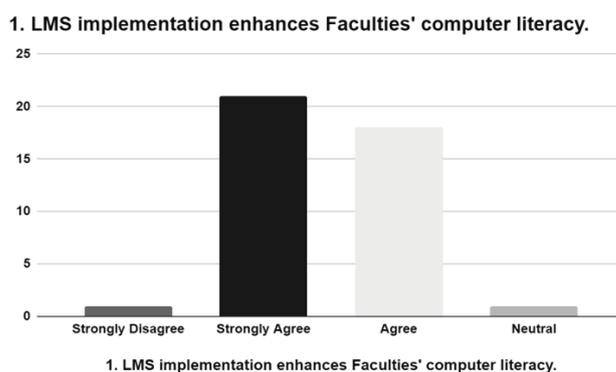


Figure 6: Bar Chart – Computer Literacy

Figure 7 indicates that the LMS platform helps with blended teaching and learning. No one denied this statement. Hence this proves their awareness of the modern ICT methodologies to facilitate the learners

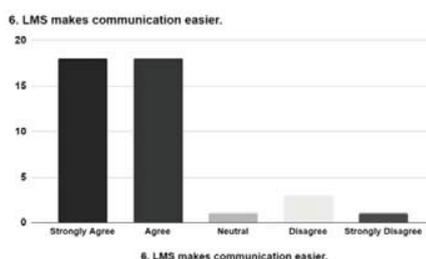


Figure 7: Bar Chart – Blended Teaching and Learning

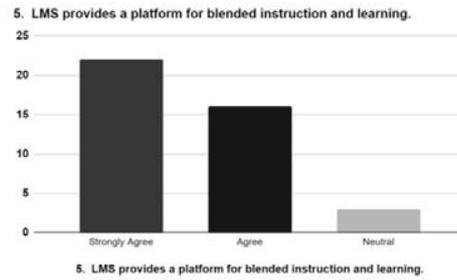


Figure 8: Bar Chart – Easy Communication

Figure 8 shows how this LMS supports communication between professors and learners. Most respondents believe that communication is made easy through LMS; still, some disagree with this statement.

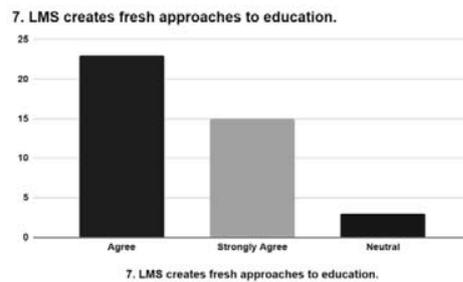


Figure 9: Bar Chart – Fresh Approaches to Education

Figure 9 points out that the LMS opens new approaches to education. Educating a learner is always a task for every educator. They expect new methodologies, approaches and techniques to enhance their teaching skills and keep their classes alive. Hence, this figure 9 revalidates the given statement.

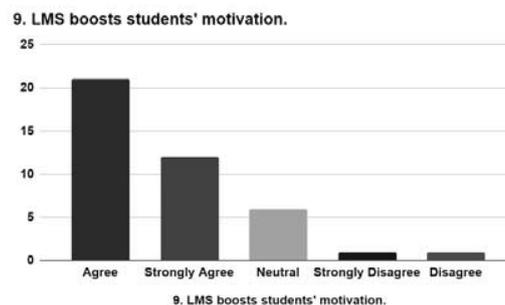


Figure 10: Bar Chart – Boosts Students' Motivation

Figure 10 states that the LMS helps to improve students' motivation considerably. Most respondents agree with this statement, and very few deny it.

Mean and Standard Deviation

On a five-point Likert scale, ten questions were developed to assess faculty members' perceptions of LMS. The responses were shown using bar charts. Graphs were utilized to illustrate the statistically-computed study.

The line chart (figure 11) indicates the mean values of the ten questionnaire items that investigated faculty members' attitudes toward LMS.

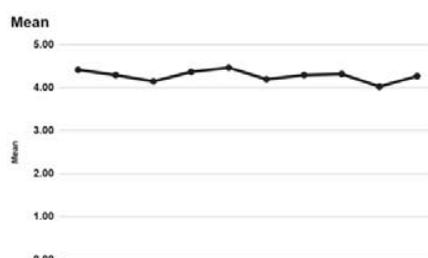


Figure 11: Line Chart – Mean

Figure 12: Table 1 – Attitude towards LMS- Mean and Standard Deviation

Attitude toward LMS	Mean	SD	Level	Order
1. LMS enhances Faculties' computer literacy.	4.41	0.77	High	1
2. LMS facilitates teaching.	4.29	0.75	High	6
3. LMS lets the material be set up as the faculty has planned.	4.15	0.69	High	9
4. LMS equips Faculties with a variety of instructional tools.	4.37	0.66	High	3
5. LMS provides a platform for blended instruction and learning.	4.46	0.64	High	2
6. LMS makes communication easier.	4.20	0.98	High	8
7. LMS creates fresh approaches to education.	4.30	0.60	High	5
8. LMS provides faculties with a variety of assessing tools.	4.32	0.76	High	4
9. LMS boosts students' motivation.	4.02	0.88	High	10
10. LMS provides a place for self-learning.	4.27	0.74	High	7
Total	4.28	0.75	High	

The mean and standard deviation values for attitudes toward LMS, which were overwhelmingly positive, are presented in Table 1. The item with the highest mean score is 1 - the LMS enhances the faculty members' computer literacy. The second highest rating is for item 5 – the LMS provides a platform for blended instruction and learning, followed by item 4 – the LMS equips faculty members with various instructional tools. Also calculated as a high value is the overall mean.

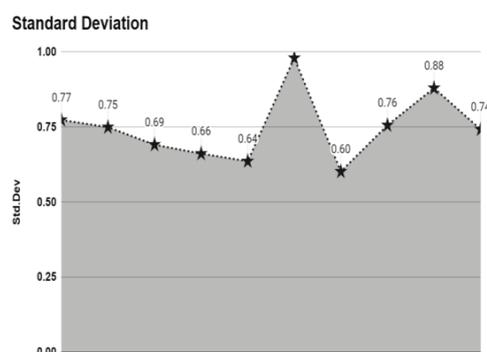


Figure 13: Line Chart – Standard Deviation

The line chart (figure 13) indicates the standard deviation values of the ten questionnaire items that investigated faculty members' attitudes toward LMS.

XV. Awareness of LMS

(a) Perceived Ease of Use

In contrast, perceived ease of use relates to "the extent to which an individual believes that using a certain technology will be effortless." The definition of "easy" is "the absence of difficulty or significant effort." An individual's effort is a limited resource that can be dedicated to the many commitments for which he or she is responsible (Radner and Rothschild, 1975). Users are more likely to accept an application if they perceive it to be simple, all other criteria being equal.

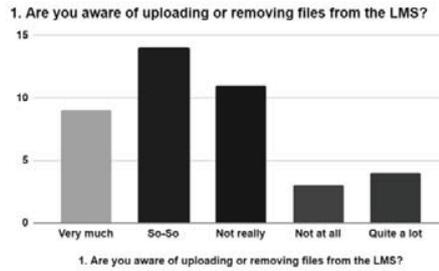


Figure 14: Bar Chart – Uploading and Removing files from LMS

Figure 14, bar chart indicates the awareness of respondents regarding uploading and removing files from the LMS. The chart points out moderate responses.

Figure 15, bar chart indicates respondents' awareness of students' forums and live classrooms on the LMS platform. The chart clarifies that the faculty members know about this facility.

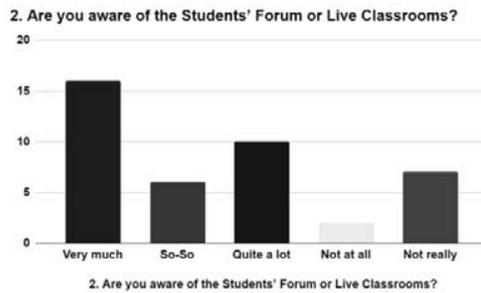


Figure 15: Bar Chart – Students' Forum or Live Classroom

Figure 16, the bar chart states the respondents' awareness of embedding and uploading videos on the LMS platform. The chart clarifies that most of the faculty members are aware of this facility.

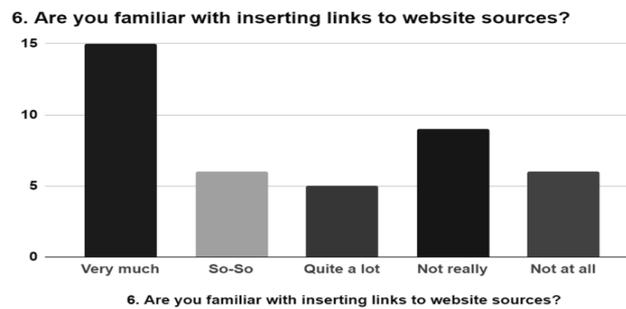


Figure 16: Bar Chart – Embedding or Uploading Videos on LMS

Figure 17, the bar chart shows the respondents' awareness of inserting links to website sources on the LMS platform. The chart demonstrates that some of the faculty members are aware of this facility.

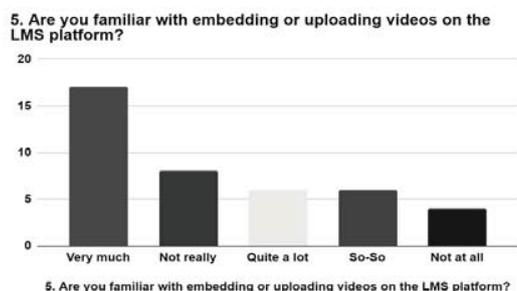


Figure 17: Bar Chart – Inserting links to website sources

Figure 18 is a bar graph displaying the respondents' awareness of the ability to create and publish animated PPTs to the LMS platform. The graph illustrates that a minimum number of faculty members are familiar with this facility.

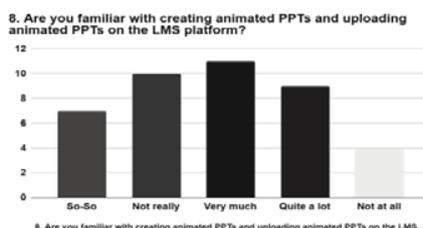
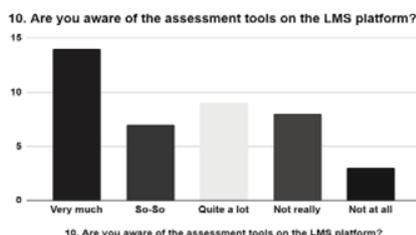


Figure 18: Bar Chart – Creating and uploading animated PPTs on LMS

Figure 19 is a bar graph illustrating the respondents' familiarity with the LMS platform's assessment features. The majority of faculty members are familiar with this facility, as depicted by the graph.



**Figure 19: Bar Chart – Awareness of assessment tools on LMS
Mean and Standard Deviation**

Figure 20, Table 2 displays the mean and standard deviation of the Questionnaire's responses on LMS awareness, which was high. The item with the highest mean score is number four, indicating that faculty members know quizzes and exercises can be made on the LMS platform. The second highest score is for item 2 – faculty members are aware of the Students' Forum or Live Classrooms– followed by item 3 – faculty members are aware of the editing course materials on the LMS platform. The faculty members' familiarity with creating links to website sources, making hyperlinks and adding hyperlink sources into PPTs, and creating and uploading animated PPTs are indicated by the moderate mean score at items 6,7 and 8. Eventually, the total mean value is considered to be high.

Figure 20: Table 2– Mean and Standard Deviation

Awareness of LMS	Mean	SD	Level	Order
1. Are you aware of uploading or removing files from the LMS?	3.53	1.25	Moderate	6
2. Are you aware of the Students' Forum or Live Classrooms?	3.76	1.28	High	2
3. Are you aware that the course material can be edited?	3.68	1.27	High	3
4. Are you aware that quizzes and exercises can be created on the LMS platform?	3.88	1.27	High	1
5. Are you familiar with embedding or uploading videos on the LMS platform?	3.59	1.45	High	4
6. Are you familiar with inserting links to website sources?	3.34	1.53	Moderate	9
7. Are you familiar with creating hyperlinks and inserting hyperlink sources in PPTs?	3.37	1.43	Moderate	8
8. Are you familiar with creating animated PPTs and uploading animated PPTs on the LMS platform?	3.32	1.37	Moderate	10
9. Are you aware that the LMS permits the monitoring of student involvement and activity?	3.50	1.42	High	7
10. Are you aware of the assessment tools on the LMS platform?	3.56	1.34	High	5
Total	3.55	1.36	High	

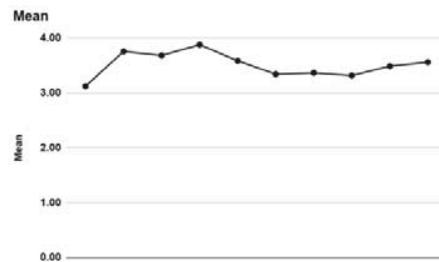


Figure 21: Line Chart – Mean

The line graph (figure 21) displays the mean values of the ten questionnaire items that assessed faculty members' LMS awareness.

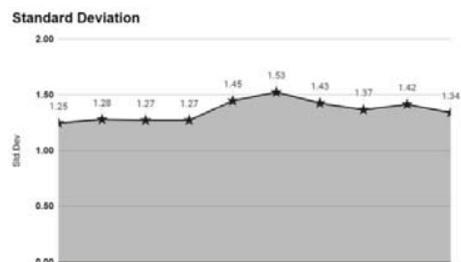


Figure 22: Line Chart – Standard Deviation

The line graph (figure 22) depicts the standard deviation values of the ten questionnaire items that assessed faculty members' LMS awareness.

XVI. Discussion and Findings

The second session is dedicated to generating a favourable attitude toward LMS. One of the factors could have been the faculty's ability to upload materials efficiently and modify content on the LMS platform using Moodle's features. The responses to the Questionnaire also confirmed this. LMS was a system that facilitated class management and instruction for faculty that were constrained to adopt alternative technology. All the faculty members, irrespective of their gender, held the same perceptions toward learning management systems. The majority of educational institutions advocate the use of computer technology in the classroom. The training may improve their comprehension of how to use the new system, such as LMS. The topic to be discussed is perceived ease of use, which has been found to affect perceived utility. In accordance with previous studies, perceived ease of use has the most significant influence on perceived usefulness.

XVII. Conclusion

The researcher concludes that faculty can utilize LMS if they understand its operation. Then they acknowledge its benefits. The greater their familiarity with the LMS, the greater they see its value. After training faculty members, the LMS is straightforward to employ. It is relatively simple. It enables educators to upload learning resources, communicate, and send messages from anywhere at any time; hence, it may be utilized to construct interactive classroom activities. An additional noteworthy study revealed a considerable correlation between the perceived ease of LMS use and its perceived utility and respondents' perspectives. Probably as a result of the user-friendliness of LMSs. It is simple and convenient for professors to access course materials anywhere and at any time. Only fundamental technological expertise is required. After completing training, thus, faculty can employ LMS effectively in their classes.

LMS is among the most effective communication channels for both students and faculty. They have a favourable opinion of it when they perceive it to be advantageous and easy to use. Similarly, faculty members recognize that LMS can facilitate language teaching and learning because they can upload course-related materials.

XVIII. Limitations of the Study

The present study employed a convenience sampling technique, resulting in a small sample with a somewhat more significant proportion of male participants than female participants. The study was conducted in four government-aided colleges located in the heart of Chennai city. Due to the volume of research, both the sample size and the likelihood of conducting identical studies are limited.

XIX. Scope for Future Study

It is possible to perform comparative research on government and government-aided colleges in Chennai and other places in Tamil Nadu. This investigation would have provided new possibilities for subsequent research in the same field. The researcher paved the way for future studies on LMS and other technological platforms.

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