

Awareness of Learning Management System among University of Jos Undergraduate

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ABSTRACT

The learning management system unarguably benefits students even staff in learning institutions. However, students of university of Jos may not be aware of it availability or its usefulness, therefore, awareness among undergraduate students was assessed to reveal whether majority of them are aware of it availability/existence in the institution or not. A cross-sectional survey of conveniently sampled thirty undergraduate (12 males and 18 females) from 100 levels to 400levels, in main campus of university of Jos, between the ages of 19 and 32 from various faculties voluntarily completed questionnaires. The investigation revealed that majority of the students are not aware of the existence, usefulness and easiness of its use. They reported their perceived possible challenge that might slow the proper take up of learning management System of the institution. The ICT department and relevant stake holders in the institution should endeavour to create awareness, organize appropriate training that can enable students and academics staff learn how to use it. And to find out more specifics challenges that slows the proper take up of Learning Management System in university of Jos and collectively find a way to address them.

KEYWORDS: Awareness, Jos, Learning management system, Undergraduate, University,

various advantage including flexibility learning time and boundless distance education (Hamuy & Galaz. 2009). It advantage has enticed it adoption in many learning institutions, some of these include: delivering lectures to students at the convenient locations at a time, therefore it saves cost and time of transporting selves to designated location or venue for a lecture. It enables implementation of lectures and assessment/evaluation even in a situation where physical meeting is unsafe, example of such period/situation was the outbreak of pandemic, coronavirus disease of 2019 (COVID-19). An E-learning system is a flexible and convenient teaching method base on the internet connectivity (Selim, 2007). At a time, a lecturer can reach out to large number of students at time therefore, makes it easy to implement lecture. Student who missed lectures can assess recorded lecture delivered thereafter, when lecture is completed, this flexibility enable student to catch up with missed lecture. Literature reported many benefits of e-learning system usage like the provision of quality education, time and place independence, course material accessibility, flexibility and convenience (Liaw, 2008). One of the most features of Learning Management System is to provide an environment for learning and teaching without the restrictions of time or distance (Epping, 2010). The teacher can engage students with less inconvenience in communicating knowledge, it also provides simple and instant assessment procedure. Learning Management System allow the education providers integrate important elements of teaching and learning (Dalsgaard, 2006). Learning management systems are essential for content development and management of online programs (Aybay & Oguz, 2002). Learning Management System provides students and teachers with a set of tools for improving the learning process and its

I. INTRODUCTION

Nowadays, there is a substantial growth in the use of E-learning platforms in higher education from Universities around the world (Al-Assaf, et al., 2015). This is evident in the obvious engagement of students in e-learning platforms through: lectures, assessment/evaluation of student's learning outcomes in some institutions that embraced it use. Learning management system has been widely used in higher education due to

management, and functions as a support in the traditional classroom as well as in distance learning (Moore et al., 2011). E-learning appeared to let the student use the internet as tool in his/her study, also to let the teacher to provide the learning materials and evaluation techniques using internet (Al-Assaf, et al., 2015). UNESCO (2007), in a study indicates that success in using information communication technology (ICT) in education depends on teachers' skill in integrating ICT into pedagogy and in utilizing ICT to provide learners centred interactive education. Rosset (2001) Define e-learning as web-based Training (WBT), {also known as on-line learning}, or as training that resides on a server or host computer that is connected to the world wide web. Rosenberg (2000) confines the definition of e-learning to the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance.

Presently, usability is becoming a significant concern for e-learning and for learning management systems development and most practitioners perceive usability as a crucial factor in e-learning applications planning and usage (Inversini, et al 2006). Al-Assaf, et al (2015) found that the faculty of students and number of previously E-learning courses have influence on perceived ease of use. Edunadze, et al (2014) Revealed among other things that, many lectures fail to use e-learning tool because they are not proficient in using them, although, they are ready or willing to participate in programmes to equip them with the requisite skills that will make them proficient in using the e-learning tools or the learning management system. Few studies focus on younger students' perceptions of LMS use and its awareness, therefore the knowledge regarding their experiences and attitudes towards LMS is limited. Study report awareness of the existence of a learning management system within University of Jos couldn't be found in the bulk of literature reviewed. The research to investigate awareness of the availability or existence of learning management system could provide insight into what could be done to improve the impact of learning management system among undergraduate of university of Jos. This piece of research aims to contribute to filling this knowledge gap (Suorsa & Eskilsson 2014). The learning management system that University of Jos use is Moodle, the popular open-source learning management system, it allows educators and organizations to create and manage online courses, training programs, and learning management. The institution uses it to: Create course, manage user, to manage assignment quiz,

assignment etc., to provide discussion forum and customization option.

Statement of problem

Despite enormous benefit driveable from learning management system, some staffs and students of the University (University of Jos) are yet to avail themselves the benefits of using the learning management system infrastructure of the university. Awareness among students could be key to increase utilization of learning management system.

Objectives

- To find out University of Jos undergraduate's awareness of learning management system.
- To find out the ease of using learning management system among University of Jos undergraduate.
- To find out University of Jos undergraduate's perceived usefulness of learning management system.
- To find out challenge(s) that could have slow down the proper take off of learning management system among University of Jos undergraduate.

Significance

The research would provide information that can help to improve awareness, ease of use, perceived usefulness and address the challenge that prevent optimum use of the University's learning management system.

Research questions

- Are majority of undergraduate of University of Jos aware of learning management system?
- Is the use of learning management system easy among majority of University of Jos undergraduate?
- Do majority of University of Jos undergraduate perceived the usefulness of learning management system?
- What are the challenges that majority of University of Jos undergraduate report slow proper take off of learning management system?

II. METHOD

A cross-sectional survey describing thirty undergraduate (12 males and 18 females), in main campus of university of Jos, between the ages of 19 and 32 were conveniently sampled and asked to fill the questionnaires. On top of the questionnaire before the actual questions, a section seeks their consent to participate immediately followed by instructions. 11 are students of science laboratory technology, 11 are medicine and surgery students,

3 are Law students, 3 are microbiology students and 2 are social science education students. They completed the questionnaires and return them. 11 are in 200L, 15 in 300L while 4 are in 400L.

The questionnaire consists of demographic section, followed by eight questions developed to fine out students' awareness and perception of learning management system. dichotomous/binary scale (Yes or No) is used to measure the survey questions. The sample of the survey questions are as followed: Are you aware of learning management system of university of Jos? Do you use the learning management system? Is the learning management system easy to use? Do you perceive the learning management system is useful? Do you perceive that learning management

system allow academic staffs provide students and learners with informational content and educational resources? Do you perceive learning management system provide effective and responsive way for academic staffs to create, deliver and manage their content? Do you perceive learning management system allow academic staffs monitor participation and assess performance among leaners? Do you perceive possible challenge that might have slow the proper take off of e-learning in university of Jos? The respondents are required to select yes or no to each of the questions on the questionnaire. SPSS version 20 was used to analysed the demographics characteristics and frequencies of the response.

III. RESULTS

Table 1. Showing students' responses on:

Are you aware of learning management system of university of Jos?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	25	83.3	83.3	83.3
Valid YES	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 2. Showing students' responses on:

Do you use the learning management system?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	26	86.7	86.7	86.7
Valid YES	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Table 3. Showing students' responses on:

Is the learning management system easy to use?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	28	93.3	93.3	93.3
Valid YES	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 4. Showing students' responses on:

Do you perceived the learning management system is useful?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	19	63.3	63.3	63.3
Valid YES	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Table 5. Showing students' responses on:

Do you perceive that learning management system allow academic staffs provide students and learners with informational content and educational resources?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	21	70.0	70.0	70.0
YES	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Table 6. Showing Students' responses on:

Do you perceive learning management system provide effective and responsive way for academic staffs to create, deliver and manage their content?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	19	63.3	63.3	63.3
YES	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Table 7. Showing Students' response on:

Do you perceive learning management system allow academic staffs monitor participation and assess performance among learners?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	22	73.3	73.3	73.3
YES	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Table 8. Showing students' response on

Do you perceive possible challenge that might have slow the proper take off of e-learning in university of Jos?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	18	60.0	60.0	60.0
YES	12	40.0	40.0	100.0
Total	30	100.0	100.0	

IV. DISCUSSION AND CONCLUSION

Among the 30 students that responded, 25 are not aware of learning management system of the institution but only 5 are aware of LMS. This showed that majority of students who respondent are not aware of LMS. Undergraduate students are usually occupied with tied schedule of academic engagement; perhaps loud awareness creation effort could attract their attention about the availability/existence of learning management system. they would homely support and embrace the awareness creation effort because they stand to benefit from it enormously. The support to the advantage of student was reported as; Learning Management System provides students with a set of tools for improving the learning process and its management, and functions as a support in the traditional classroom as well as in distance learning (Moore et al., 2011).

Out of the 30 respondents, 26 had not used LMS while 4 had used LMS. This showed that majority of the students hadn't used LMS. Since the questionnaire did not provide the freedom for the participants to further state reasons for not using the learning management system. It can be observed that majority of people in the earlier question reported not being aware of it existence/availability. Lack of awareness stand more likely for the 'had not used LMS' reported. The unawareness could be the reason else they couldn't exempt themselves from the benefit the stand to gain. The benefits of e-learning system usage include the provision of quality education, time and place independence, course material accessibility, flexibility and convenience (Liaw, 2008).

Out of the 30 respondents, 28 responded that LMS isn't easy to use while only 2 responded that it was easy to use. This showed that majority of the students finds LMS isn't easy to use. Since

majority are not aware of its existence, it could be the reason they reported not finding it easy to use. The measurement scale is dichotomous only one of the two options could be selected to measure the question of the questionnaire.

Out of 30, 19 perceived LMS is not useful while 11 responded perceived it is useful. Majority of respondents do not perceive LMS is useful. The majority perception could just be based on their imagination of LMS which is not necessarily as the result of awareness of its availability/existence in the University of Jos. Some of the people among the majority of the response could be unaware and do not also have knowledge of the LMS. Some might have some knowledge of LMS but could just be unaware that University of Jos had provided it.

Out of 30, 21 respondents do not perceive that learning management system allow academic staffs provide students and learners with informational content and educational resources, while 9 perceived so. Majority do not perceive that learning management system allow academic staffs provide students and learners with informational content and educational resources. The majority of the respondents could be as the result that they are unaware of its availability/existence, therefore, they had not use it to enable then learn the role it plays. The few of the respondents could have knowledge of how LMS works, not necessarily that they are aware of university of Jos.

Out of 30, 19 respondents do not perceive learning management system provide effective and responsive way for academic staffs to create, deliver and manage their content, while 11 respondents perceived so. Therefore, majority do not perceive learning management system provide effective and responsive way for academic staffs to create, deliver and manage their content. The unawareness of availability or existence of the service within the institution had prevented them from availing themselves the opportunity to benefit from it, therefore, could not know its service delivery potentials.

Out of 30, 22 respondents do not perceive learning management system allow academic staffs monitor participation and assess performance among learners, while 8 perceived so. The unawareness could be responsible for their responses.

Out of 30, 18 respondents do not perceive possible challenge that might have slow the proper take off of e-learning in university of Jos, while 12 perceived. The reported unawareness of the majority of the respondents could be the consequence of their responses.

V. RECOMMENDATIONS

- ICT department and other parties responsible, should create awareness for LMS among students.
- ICT department and other relevant parties should endeavour to organize appropriate training that can enable students and academics staff learn how to use LMS so they can easily use it.
- ICT department and the relevant stakeholders should educate students on the usefulness LMS.
- ICT department and other stakeholders should interact with students to find out the specific challenges that slow the proper take up of LMS so as to find lasting solution.

Generally, the paucity of sample size is not representative of undergraduate population of the University, therefore, interested researchers could consider a representative sample to remedy this methodological shortcoming. The sampling technique (convenient) employed in the study did not enable equal participation opportunity to the population, therefore, to enhance the generalizability, a suitable random sampling technique is recommended. The choice of binary or dichotomous scale to measure the items of the questionnaire has limited the participants' response to a yes or no. Further research should consider data collection tools that would suitably give the participants the opportunity to provide an elaborate response.

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