Receptiveness and Challenges to use Learning Management System among Social Studies Undergraduates in Kwara State

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Abstract
Education and learning have been improved by Learning Management System through the integration of many technologies used for educational purposes such as computers, the internet, and mobile technologies. Outbreak of Covid 19 have disrupted academic calendar in which efficient use of Learning Management System could have been solved. The study investigated the receptiveness to use LMS among Social Studies students in Kwara State. The study adopted a descriptive survey research design method. The population of the study was made up of all Social Studies undergraduates in Kwara State. Purposive sampling technique was used for the purpose of the study. Self-structured questionnaire which was validated by two experts in Social Studies was used as instrument for the study. A reliability co-efficient of 0.81 was also derived after a test retest. Data were analyzed using descriptive statistics of frequency, percentage and mean rating. The study showed that sampled undergraduates are receptive to Learning Management System. This means that receptiveness of learning management system was positive and difficulty of LMS coordination was the major challenge. Based on the findings of the study it was recommended that the undergraduates and instructors should be encouraged to continue using the Learning Management System by the authority of the institution.

Keywords: Receptiveness, Acceptability, Learning Management System, Social Studies

Introduction

Nowadays, more and more educational institutions, such as universities, Polytechnics & Monotechnic, Colleges of Education offer e-learning courses have adopted learning management systems (LMS) to effectively teach students. Many courses are blended with traditional education while others are conducted completely online. Pandemics such as covid-19 has fast tracked the adoption of LMS. However, e-learning courses need an environment, where they are managed and organized. In the majority of cases this task is fulfilled by a learning management system (LMS). Many postsecondary institutions use the Learning Management System (LMS) to connect students and teachers outside of the traditional classroom setting. It is a setting with

digital software that is intended to deliver learning materials and content to students as well as manage user learning interventions.

A learning management system is a web-based or mobile software program that uses the internet to enable participation in teaching and learning on the part of both instructors and students. Users of LMS are given a variety of features in each of its areas, and teachers are assisted in designing, implementing, and managing online programs (Bradley, 2021).

The experiences of students during the complete lockdown following the Covid 19 break-in served as the inspiration for this study because it prevented them from continuing their academic pursuits for months. This led to numerous issues for the educational systems, such as a disruption of the academic calendar, which a complete implementation of the LMS could have resolved. This sparked the push to acknowledge the value of learning management systems. According to Esawe, Esawe, and Esawe (2022), Egyptian higher education institutions employ LMS, and trust is a significant element in user behaviour. This suggests that the system's dependability and trustworthiness are essential to user behaviour, specifically acceptability to use. While collaboration options like forum discussion, blogs, and wikis that can most effectively support student-centered learning are underutilized, academics use the LMS more frequently for course management and communication and less frequently for assessment (Dlalisa, 2017).

According to Camilleri and Camilleri (2022), students interacted with online users, including their course instructor, in real time while accessing asynchronous content. This indicates that the students are open to the usage of learning management systems. Stockless (2017) found that impression of usefulness is a good predictor of the intention to utilize the LMS while researching the elements that affect the acceptability of LMS. The findings indicate that ICT use and the affordances of LMS instructional elements are poor predictors of the intention to use.

Although adoption by instructors can help learning management systems succeed in academic institutions, learners' ongoing acceptance and use is what ensures their long-term survival (Al-Busaidi & Ali, 2010). The learner, the instructor, the course, classmates, organization, and technology are some of the key components of the LMS

context. The implementation of personalization in learning management systems (LMS) is to cater the differences of students' learning experiences to fits to their profiles, which helps in improving their learning performance, according to Ean Heng, Pei Voon, A Jalil, Lee Kwun, Chee Chieh, and Fatiha Subri (2021).

In general, traditional LMS merely offer the course material to each student in a static format, such as Powerpoint slides, without taking into account the student's preferred learning method. By incorporating personalization into the LMS, the personalized LMS would suggest the best learning resources to the students based on their preferred learning methods, allowing them to perform at their best academically. According to Dulkaman and Ali's (2016) research, the success of students' academic performance was substantially connected with the effectiveness of the LMS system and their motivation. This requires a greater focus on finding new and inventive ways to encourage students to use the LMS.

Despite the fact that LMS has many benefits, Yousaf, Shehzadi, and Aali (2021) emphasized the hierarchy of issues that teachers encountered when using LMS. These included data once submitted cannot be modified, data invisibility, internet issues, restricted access for teachers, no method to raise comments, no suitable facilities, and lack of training. Researchers like Al-Hunaiyyan1, Al-Sharhan, and AlHajri (2020) found that instructors were typically at ease and had favourable impressions of the LMS Moodle, contradicting an earlier study. Although LMS is rarely used on mobile devices, its administrative features, such as files and announcements, are frequently used in comparison to the more sophisticated interactive learning activities. Therefore, more emphasis must be placed on using LMS-friendly user interfaces that can enable all tools and functions to use LMS.

Ibrahim and Aziz (2022) on the other hand, claimed that students are accustomed to and favour many of the LMS's characteristics. Only 28% of LMS users at the University of South Africa participated in conversations about the LMS, according to research like that of Venter et al. (2012). This means that they use it, but just partially. LMS usage inside universities is impacted by users' ignorance of the LMS's presence or value. It is evident that consumers won't use an LMS if they are unaware of its availability (Dube & Scott ,2014). In light of this, and the literature available to the

researcher, the study examined the obstacles and receptivity of LMS, particularly among Social Studies undergraduates in Kwara State.

Purpose of the Study

The study specifically aimed to:

  i. determine the receptiveness of Social Studies undergraduates to use learning management system?

 ii. find out the challenges of learning management system among social studies undergraduates?

Research Questions

  i. how receptive are Social Studies undergraduates to use learning management system?

 ii. what are the challenges of learning management system among social studies undergraduates?

Methodology

For the purpose of this study, the descriptive survey research design method was used. The population of the study is made up of all Social Studies undergraduates of Kwara State. The target population for the study are 100 level to 400level Social Studies undergraduates of Kwara State. University of Ilorin was purposively selected because it has a good representation of Social Studies undergraduates in Kwara State. Simple Random sampling was used to select the respondents for the study in the four levels. The sample size was 150 students. The instrument adopted for the study was questionnaire which was developed by the researcher. The questionnaire items were generated from relevant psychological intellectual test, reviewed literature and personal experience of the researcher. The questionnaire has three sections (A, B and C). Section A of the questionnaire contains items on the personal information of the respondents such as gender, marital status, level. The second and third section which is section B and C contains items on the receptiveness and difficulties of learning management system among Social Studies undergraduates of University of Ilorin, Ilorin, Nigeria. The instrument was given face validity by two Social Studies experts. To test for reliability of

the instrument, test re-test method was employed. In this case, twenty copies of the questionnaire were administered on a group of undergraduates who were not part of the sample for the study twice at the interval of three weeks. The two scores obtained were analyzed using Pearson product moment correlation (PPMC) and a coefficient of 0.81 was obtained which the instrument reliable. Data collected for this study were analyzed using descriptive statistics of frequency and percentage for demographic information of the respondent while research question 1 and 2 were analyzed using mean rating.

Result

Demography

Table 1: Gender Distribution of Respondents

Variables	Frequency	Percentages (%)
Gender		
Male	60	40
Female	90	60
Total	**150**	**100.0**

Result in Table 1 showed that 150 undergraduates participated in the study out of which 40% were males while 60% were females. This means that female undergraduates that participated in the study were more than male undergraduates.

Table 2: Levels Distribution of Respondents

Variables	Frequency	Percentages (%)
Level		
100	24	16
200	31	20
300	40	27
400	55	37
Total	150	100

The above table shows that the respondent's level in school were 100-400 levels. 16% of which were from 100 level, 20% from 200 level, 27% from 300 level.

Answering Research Questions

Research Question 1: How receptive are Social Studies undergraduates to Learning Management System?

To answer the research question, responses obtained on the undergraduate receptiveness of Learning management system were summed and subjected to percentage analysis. The instrument contained 10 items on receptiveness of undergraduates to Learning Management System. These items are rated on scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Since the test contains 10 items, the maximum score was calculated as 4×10=40 points while the least point was calculated as 1×10=10 points. The lowest score was subtracted from the highest score 40 – 10 = 30, and 30/2 = 15. The result (15) was subtracted from highest score 40 to get 25 which was average. Therefore, respondents who score 10 to 15 were considered not receptive to Learning Management System, while those who score 16 to 40 were considered being receptive to Learning Management System. The result is presented in Table 4.

Table 3: Analysis of the Receptiveness of undergraduates to LMS

Attitude	Cutoff Range	Frequency	Percentage (%)
High	16-40	96	64.0
Low	10-15	54	36.0
Total		**150**	**100.0**

Result in Table 3 indicates that 64% of the sampled undergraduates were receptive to Learning management system, while 36% were not receptive to Learning management system. This means that the receptiveness of undergraduates of Social Studies to learning management system was positive.

Research Question 2: What are the challenges associated with the use of learning management system?

To answer research question 2, responses on the difficulties associated with the use of learning management system were summed and subjected to mean analysis. Decision as difficulties associated in the use of Learning management system was based on the benchmark of 2.50. To achieve this, average of the numerical points for the response options were obtained as (4+3+2+1)/4. In which 4 stands for Strongly Agreed, 3 stands

for Agreed, 2 stands for Disagree, and 1 for Strongly Disagree. Items with mean score of 2.50 and above were regarded as the difficulties associated with the use of learning management system, while items with mean score below 2.50 were not regarded as difficulties associated with the use of learning management system. The result is presented in Table 5.

Table 4: Ranking order of the difficulties associated with the use of learning Management System

S/N	Items	Mean	Ranking
1	LMS coordination is difficult	3.01	$1^{st}*$
2	Lecturer ignorance of LMS	2.12	$9^{th}*$
3	Lecturer bad experience with LMS	2.14	$10^{th}*$
4	Inconsistency of Internet experience	2.81	$4^{th}*$
5	Bad management policies of the institution	2.77	$6^{th}*$
6	Low reliability level on students' perception	2.15	$8^{th}*$
7	Students' self-indiscipline in online system	3.00	$2^{nd}*$
8	Demand for high level of IT assistance	2.16	$7^{th}*$
9	Inability to subscribe for data	2.96	$3^{rd}*$
10	Inadequate skill to take online continuous assessment	2.79	$5^{th}*$

Key: Challenged = 2.50 – 4.00;   Not Challenged = 0.01 –2.49.

Results in Table 4 show difficulties associated with the use of learning management system. As shown in Table 4, in the order of ranking, difficulties associated with the use of learning management system are difficulty in coordination, students' self-indiscipline in online system, inability to subscribe to data, inconsistencies of internet experience, inadequate skills to take continuous assessment online, bad management policies of the institution.

Discussion of Findings

The study examines the acceptability and difficulties of learning management system among social studies undergraduate students of the University of Ilorin. The findings of the study showed that 64% of the sampled undergraduates were receptive to Learning management system, while 36% were not receptive Learning management system. This finding support Dube and Scott (2014) who noted that students are prone to

use LMS if available. Similarly, Al-Hunaiyyan1, Al-Sharhan, and AlHajri (2020) finding is in harmony with the finding of this study by observing that students are at ease with using LMS. Ibrahim and Aziz (2022) finding confirms that students are receptive to the use of LMS. In contrast, Venter et al (2012) in a study on the students in South Africa, observed that there is low turn out of users of LMS.

The second finding of the study further revealed that, difficulties associated with the use of learning management system are difficulty in coordination, students' self-indiscipline in online system, inability to subscribe to data, inconsistencies of internet experience, inadequate skills to take continuous assessment online, bad management policies of the institution. This indicates that difficulty in coordination of LMS is the major difficulties associated with the use of Learning Management System. This finding is in harmony with Yousaf, Shehzadi, and Aali (2021) who itemized difficulties of LMS as data once submitted cannot be modified, data invisibility, internet issues, restricted access for teachers, no method to raise comments, no suitable facilities, and lack of training. This suggest that no matter how good a programme or package is, there will still be constraints to it. Hence, the challenges can be looked into to better a learning management system.

Conclusion

The study established that the receptibility of Learning Management System among Social Studies undergraduates of University of Ilorin was high. The study also concluded that there are difficulties associated with the use of Learning Management System, such as difficulty in coordination, students' self-indiscipline in online system and inability to subscribe to data. Students are already receptive to the use; hence the use can be sustained.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The undergraduates and instructors should be encouraged to continue using the Learning Management System by the authority of the institution.

2. The tertiary institutions are encouraged to address the difficulties confronting effective acceptance of Learning Management System.

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