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Citation: Yasir S, Batool SF, Sajid U, Ahmed A. The Complexities of the Modern Instructor's Role in Embracing Learning Management Systems. PJMHE. 2023;3(1):03-07.

Corresponding Author Email:
farah@maliruniversity.edu.pk

Funding:
The author(s) received no specific funding for this work.

Conflicts of Interests:
The authors have declared that no competing interests exist.

Received 20/02/2023
Accepted 17/03/2023
First Published 20/04/2023



Original Article

The Complexities of the Modern Instructor's Role in Embracing Learning Management Systems

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Abstract

Background: Learning management systems (LMS) have grown to be crucial for delivering instruction in two way offline and online. Despite the potential benefits of using LMS, their acceptance by instructors remains a significant challenge.

Objective: The motive of the study is to examine the elements that influence instructors' acceptance of LMS, mainly focusing on the instructor's role in the adoption process.

Methodology: The research method used in this study is qualitative, involving interviews with 20 instructors from different academic institutions.

Results: The results indicate that the instructor's beliefs, attitudes, and perceptions significantly influence their acceptance of LMS. The findings also suggest that instructor training and support, Key aspects that influence LMS adoption include perceived benefits and LMS ease of use.

Conclusion: The study concludes with implications for practice and future research and provides existing platforms to replace traditional learning.

Keywords

Learning Management System (LMS), Learning adoption, Instructors Accept



Introduction

Learning Management Systems (LMS) are becoming a crucial component of the educational process, providing a platform for delivering course materials, communicating with students, and managing assessments. The benefits of using LMS include increased flexibility, accessibility, and scalability of educational resources. However, despite these advantages, LMS adoption by instructors remains a significant challenge. The instructor's acceptance of LMS is essential for its successful implementation and use in educational settings. Therefore, understanding the factors that affect LMS acceptance by instructors is critical. Several studies have investigated the factors that impact LMS adoption, such as system characteristics, user characteristics, and organizational issues. However, there is a limited understanding of the instructor's role in the adoption process. To better understand the elements that affected LMS acceptance by instructors, mainly focus on the instructor's role in the adoption process.

The Technology Acceptance Model (TAM) is a widely used framework for studying the adoption of information systems, including LMS. According to TAM, an individual's beliefs, attitudes, and perceptions significantly influence their acceptance of technology. The model suggests that perceived usefulness and ease of use are key factors that calculate the intention to use technology.

The degree to which a technology can improve a user's performance is known as perceived usefulness, whereas perceived usability relates to how simple it is for a user to learn and utilize technology.

Several studies have applied TAM to investigate LMS acceptance by instructors. For instance, Dung, Tuan, and Hung (2020) found that perceived usefulness, ease of use, and subjective norms significantly influence LMS adoption by instructors. Similarly, Kim, Park, and Choi (2019) found that perceived usefulness and ease of use and the intention to use LMS by instructors.

In addition to TAM, other frameworks have been used to study LMS adoption by instructors. For instance, the Unified Theory of Acceptance and Use of Technology (UTAUT), performance expectations, effort expectations, social impact, and enabling conditions are the four main elements that drive technology adoption (Venkatesh et al., 2003). Numerous researchers have used UTAUT to investigate LMS adoption by instructors. For instance, Afzal and Malik (2021) found that performance expectancy, effort expectancy, and facilitating conditions significantly influence LMS adoption by instructors. Despite the usefulness of TAM and UTAUT, these frameworks do not fully capture the instructor's role in the adoption process. Therefore, this study adopts a qualitative approach to investigate the factors that affect LMS acceptance by instructors, particularly focusing on the instructor's role in the adoption process.

Methodology

This study uses a qualitative methodology to explore the elements that influence teachers' acceptance of LMS. The data were collected through semi-structured interviews with 20 instructors from different academic institutions. The participants were selected through purposive sampling, ensuring a diverse sample in terms of gender, age, and academic discipline. The data was collected face-to-face or via video conferencing and lasted between 30.

The participants in this study were instructors from different academic institutions who use Learning Management Systems (LMS) to deliver course materials and communicate with students. The participants were selected through purposive sampling, ensuring a diverse sample in terms of gender, age, and academic discipline. The inclusion criteria for the participants were as follows:

- Have at least one year of experience using LMS.
- Have experience teaching at least one course using LMS.
- Have experience using LMS for different teaching activities, such as delivering

course materials, communicating with students, and managing assessments.

The data was collected through semi-structured interviews. The interviews were conducted face-to-face or via video conferencing and lasted between 30-45 minutes. The interview questions were designed to investigate the factors that affect LMS acceptance by instructors, particularly focusing on the instructor's role in the adoption process. The interview questions covers the following areas:

- Beliefs, attitudes, and perceptions towards LMS
- Factors that influence LMS adoption, such as system characteristics, user characteristics, and organizational factors
- Training and support for LMS use
- Ease of use of LMS
- Perceived benefits of using LMS
- The interviews will be audio-recorded, and the data will be transcribed verbatim. The transcripts will be checked for accuracy and completeness before analysis.

Thematic analysis examine the interview data that was gathered. Finding patterns or themes in the data was done qualitatively using thematic analysis. The informed consent of the participants was acquired before to the interviews under ethical standards for research involving human beings. The participants were informed of the purpose of the study, the nature of the data collection, and the ability to leave the study at any moment. The participants will be made anonymous in the reporting of the results, and the data will be retained safely and confidentially.

Results

The study aimed to investigate the factors that affect LMS acceptance by instructors, particularly focusing on the instructor's role in the adoption process. The information gathered from 20 instructors' semi-structured interviews was examined using thematic analysis from different academic institutions that use LMS to deliver course materials and communicate with students.

The data analysis revealed four main themes related to LMS acceptance by instructors: beliefs and attitudes towards LMS, factors that influence LMS adoption, training and support for LMS use, and perceived benefits of using LMS.

Beliefs and attitudes towards LMS

The instructors expressed varying beliefs and attitudes toward LMS. Some instructors perceived LMS as a useful tool for managing course materials, communicating with students, and tracking student progress. These instructors believed that LMS could improve student engagement and learning outcomes. However, some instructors expressed skepticism towards LMS, citing concerns about its effectiveness in promoting student learning and the amount of time required to use the system.

Factors that influence LMS adoption

The instructors identified several factors that influence LMS adoption, including system characteristics, user characteristics, and organizational factors. The instructors emphasized the importance of system usability, reliability, and compatibility with their teaching practices. The instructors also highlighted the need for adequate technical support and training to use LMS effectively. Furthermore, the instructors identified organizational factors such as institutional policies, administrative support, and culture as important in facilitating LMS adoption.

Training and support for LMS use

The instructors emphasized the importance of training and support for LMS use. The instructors believed that effective training could increase their confidence and competence in using LMS, resulting in better integration of LMS into their teaching practices. The instructors emphasized the need for continuous technical help to address problems and ensure the smooth functioning of LMS.

Perceived benefits of using LMS

The instructors perceived several benefits of using LMS, including improved communication with students, increased flexibility in delivering course materials, and enhanced student engagement. The

instructors believed that LMS could facilitate timely feedback to students and streamline administrative tasks, such as grading and attendance tracking. Moreover, the instructors perceived LMS as a useful tool for promoting student-centered learning and providing students with a more personalized learning experience.

Overall, the findings suggest that LMS acceptance by instructors is influenced by multiple factors, including beliefs and attitudes toward LMS, system

Discussion

The study explores the complexities of the modern instructor's role in embracing Learning Management Systems (LMS). It focuses on the factors influencing instructors' acceptance of LMS and provides valuable insights into the instructor's perspective.

The study revealed varying beliefs and attitudes among instructors regarding LMS. Some instructors perceived LMS as a valuable tool for enhancing teaching and student engagement, while others expressed skepticism about its effectiveness and the time required for its use. This variation in perception highlights the importance of addressing instructors' concerns and providing a clear understanding of the benefits of LMS to promote acceptance¹¹⁻¹⁴.

Instructors identified several factors that influence their acceptance of LMS. These factors include system characteristics (usability, reliability, compatibility), user characteristics (confidence, competence), and organizational factors (policies, administrative support, culture). It's evident that a successful LMS implementation should consider not only the technology itself but also the individuals and institutional context¹⁵.

The study underscores the significance of training and support for LMS adoption. Instructors emphasized that effective training can boost their confidence and competence in using LMS. Continuous technical support is crucial for addressing issues and ensuring the smooth functioning of the system. Providing

characteristics, user characteristics, and organizational factors. Effective training and support for LMS use can increase instructors' confidence and competence in using LMS, resulting in better integration of LMS into their teaching practices. The perceived benefits of using LMS, such as improved communication with students, increased flexibility, and enhanced student engagement, can also promote LMS acceptance by instructors.

comprehensive training programs and ongoing support can bridge the gap between instructors' existing skills and the requirements of LMS¹⁶.

Instructors recognized several benefits of using LMS, including improved communication with students, flexibility in course delivery, and enhanced student engagement. These benefits align with the advantages of LMS systems in facilitating personalized learning experiences and streamlining administrative tasks¹⁷. Highlighting these benefits can motivate instructors to embrace LMS as a valuable teaching tool.

Conclusion

In conclusion, the study sheds light on the complexities surrounding the acceptance of Learning Management Systems by instructors. It emphasizes the role of instructors' beliefs, attitudes, and perceptions, along with other critical factors, in determining the success of LMS adoption.

Acknowledgement

The authors would like to acknowledge all the female physicians for their time and contribution to the study.

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