

ACCESSIBILITY AND USAGE OF LEARNING MANAGEMENT SYSTEM TECHNOLOGY IN TRANSFORMING TERTIARY EDUCATION IN KOGI STATE

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Abstract

The researchers investigated the Accessibility and Usage of Learning Management System Technology in Transforming Tertiary Education in Kogi State. Three research questions and three hypotheses were posed. This study adopted a survey design and was carried out in prince Audu Abubakar University, Ayingba, Kogi State. The population of this study consisted of 391 lecturer and students. Purposive sampling was used to sample 176 students and 36 lecturers. Data were collected using a researcher-made rating scale titled "Accessibility and Usage of Learning Management System Technology Scale" (AULMSTS). Cronbach alpha statistic was used to get a reliability index of 0.8. Mean and standard deviation were used to answer the research questions. The hypotheses were tested using one independent sample z-test. The findings revealed average mean scores of 2.27 for lecturers and 2.35 for students. This indicate personal laptop, cybercafé, via and students respectively, an indication that the respondents use internet enabled mobile phone, Personal laptop and Cybercafé to browse the internet but fail to use school Internet facility, Friends/colleagues' laptop, School library and Via personal modem. It was recommended that the government of Kogi State should endeavour to provide LMS access to the school library in order to improve research by economics, accounting teachers and students.

Keywords: Accessibility, Usage, Learning Management System, Technology, Tertiary Education.

Introduction

The need for a holistic digital transformation in Nigeria's education system has become a crucial concern for the country. This is evident in the country's adoption of electronic examination as seen in the Joint Examination Matriculation Board and most recently, the West African Examination Council has announced its preparation for electronic examination. As global education continues to evolve with the rapid integration of digital technologies, Nigeria faces significant challenges in keeping pace. According to The National Policy on ICT in Education (2019) states that advances in Information and Communication Technologies (ICT) have turned the world into a global village and are transforming the world economy presenting challenges that were hitherto unimaginable. Nigeria aspires to attain sustainable development and enhance global competitiveness, a status that requires innovations especially in the development of human capital.

Information communication technology (ICT) significantly enhances learning outcomes and promotes educational improvement. ICT basically includes television, computers, internet, when used appropriately it can strengthen, expand and raise quality of education. Budhwar (2017) that the use of computers and internet helps in transforming the quality of education by making learning more relevant to life has been seen as an ideal by educational institutions. The citizens of tomorrow, who are our students today, will have to live in an era dominated by digital media. ICT can boost creativity and problem-solving capability in students. However, ICT also provides new tools that can be used in teaching science and technology. The whole range of conventional software is used, including databases, spreadsheets, statistical and graphical programs. In addition, modelling, visualization and the simulation of processes are important. ICT is also used for taking time series of measurements of a wide variety of parameters ('data logging'). ICT advancement has led to series of changes and modification into the long-aged face to face teaching and learning as well

as the e-learning systems, which has developed into a learning software known as the Learning Management System (LMS) (Anum 2017).

The Learning Management System is an online program that serves as a learning and communication platform for students (Borboa, et al. 2017). A Learning Management System (LMS) according to Brush (2019), is a software application or web-based technology used to plan, implement and assess a specific learning process. It is an e-learning-based platform built on two major elements - a server that performs the base functionality and a user interface that is operated by an instructor, students and administrators. LMS (also referred to as Virtual Learning Environments, Digital Learning Environments, Course Management Systems, or Electronic Learning Environments) are web-based applications that run on a server and are accessible with a web browser from any location with an Internet connection. Moreover, the Internet is used for disseminating and communicating information to facilitate learning and delivery of courses. The LMS, according to Borboa, et al. (2017), enables an instructor to create and deliver content, monitor students' participation and assess students' performance. Odekeye, et al. (2023) posited that the LMS is an online-learning tool that connects teachers with students beyond the traditional classroom for effective learning activities. Teachers use the LMS to achieve their stated instructional goals through several activities that happen in the classroom. E-learning Basics (2021) asserts LMS as a platform for digital learning with the key features captured as follows;

1. Learning - It allows for the creation of a single source of online courses and training materials.
2. Management – It allows for the management of both courses and learners.
3. System – It makes use of a computer system.

According to Ben et al, (2018), online-learning is an essential medium and constitutes a critical factor in virtual learning. The main purpose behind its adoption is to replace face-to-face teaching and learning.

The usage of LMS in education shifts the traditional way of learning (teacher-centered approach) to a more student-centered approach in which a student is the constructor of knowledge. with the use of LMS in teaching and learning, students become responsible for their learning and identify and interact with a variety of technologies to construct and discover their own knowledge (Akay, & Gumusoglu, 2019). Other benefits that LMS offer in the classrooms are student-centered, team-centered collaborative learning, and a high level of student-to student interaction. LMS enables collaboration-based learning activity among students. Learning management system is used by universities to build better infrastructure. The system infrastructure in question is a computer network and software infrastructure designed to connect all campuses as a single system, simplifying and accelerating academic processes and accessing teaching material resources. The advantages of Learning Management System do not depend on learning modalities, the relevance of suggested content and expected value but rather on decision rules about how students evaluate their educational experience (Dziuban et al., 2018).

Furthermore, Valk, et al. (2010) and Budhwar, (2017) identified some other crucial areas LMS technology plays important roles in transforming education as E-books, revision guides and past examination papers that are available on World Wide Web and students can take advantages of these to improve knowledge base, with the help of LMS technology in education it is possible for students to keep on learning, irrespective of where they are even at home. This has greatly enhanced efficiency in the education sector. Sharing of knowledge: - Students from all over the world can come together and can share the experiences; the geographical distances are no more barriers; it has been made possible only through technology. By using audio and

visual materials, students can put some practical aspect to the theory taught in class, students can develop a better understanding of topics being taught. It's possible to attend a college overseas without even getting out of your home country and at your own convenience. With the help of online courses anyone can get the second degrees or additional certifications. Unlike in the past when records used to be kept manually and there were many cases of lost files, the use of LMS technology in education has made it possible for safe and proper record keeping.

In the Nigerian education system, the access to technology such as Learning Management System faces numerous challenges and barriers that hinder its effective implementation. Infrastructure limitations pose significant obstacles, including inadequate access to electricity, limited internet connectivity, and insufficient hardware and software resources (Uzodinma et al. 2024). Additionally, the digital divide exacerbates disparities in technology access and usage, particularly among different socioeconomic groups and between urban and rural areas (Nwachukwu, 2018). Teachers and student's ICT literacy becomes a significant impediment, as many educators lack the necessary skills and support to effectively integrate LMS technology into their teaching practices (Chiemeke & Daodu, 2015). Resistance to change and traditional teaching practices further inhibit technology adoption among teachers (Hendrikz, 2009; Ajayi, 2015). Low Funding, generally, education is low funded in Nigeria. This has resulted in low level provision of ICT facilities to the students in Schools. Investment in ICT educational services is low because the equipment, soft and hardware's are costly (Uduji & Okolo-Obasi, 2018; Agunbiade, 2018; Tezer, & Çimşir, 2018). Internet Connectivity: Connectivity refers to the quality and extent of the internet infrastructure. In Nigeria, the internet does not reach to a vast population of rural residents, but is available in urban and semi urban areas private homes and offices, government agencies and in public settings including schools and libraries (Chiemeke & Daodu, 2015). Curriculum misalignment and

pedagogical challenges hinder the integration of technology into instructional practices, with inadequate integration of technology-related competencies into the curriculum and resistance to pedagogical shifts (Uduji & Okolo-Obasi, 2018). Cultural perceptions of technology, language barriers, and policy inconsistencies further complicate technology integration efforts (Akinbola & Atayero, 2017). Addressing these challenges requires comprehensive strategies that address infrastructure limitations, provide adequate teacher training and support, align curriculum and pedagogy with technology integration goals, secure sufficient funding, and address cultural and societal factors that influence technology adoption in education

Theoretically, the theoretical significance of this study is represented by the works of Siemens, and Downes (2009), who created connectivism as a new framework for comprehending learning in the digital age, and they have worked very hard to integrate technology into the curriculum in the areas of network and connectivity. additionally, it contends that through distributed web-based technologies like learning management systems and other ones, the fast-paced growth of connectivity and technology seeks to strike a balance between theory and practice. The connective framework leverages the metaphor of learning ecologies and learning networks to ensure that information is created and shared during teaching and learning. Empirically, Cabero-Almenara et al. (2019) carried out a study to measure didactic and technological use of LMS, particularly, the Moodle. The findings confirmed that while Moodle LMS was effectively used as a repository for course material, its pedagogical use was limited. The authors concluded that, although Moodle LMS confirmed its instrumental and functional capabilities as a learning management system, yet the adoption and integration of technology in the classroom was still debatable and needed further analysis from a systematic perspective and discussions. Salhab (2019) studied the attitudes of using Moodle LMS among faculty

members at Palestine Technical Khadoorie University. The study targeted 41 instructors and data were collected through a questionnaire. The reported results revealed that instructors had positive attitudes towards Moodle LMS use. However, the results showed a significant difference in respondents' attitudes related to training on Moodle usage, which suggested that training was essential.

Learning Management System as a useful tool in transforming the various educational activities that ranged from research to teaching. Currently, the use of LMS in Prince Abubakar Audu University Kogi State reveals that adequate measures have not been put in place to assist both lecturers and students teaching and offering Economics and accounting as their subject, to access and utilize information without having to travel to another geographical location or using the traditional face to face analogue classroom setting. The long-aged teacher centeredness and one-way experiential method of teaching could not satisfy the constructiveness need of the students. Many universities in the country and the world have adopted learning management system as an alternative, hence the need to evaluate whether LMS are accessible and utilized by Economics education and accounting teachers and students in Prince Abubakar Audu University, Ayingba Kogi State. How do students acquire internet skills? Therefore, the thrust of this study is to examine the accessibility and usage of learning management system technology in transforming tertiary education in Kogi State

It is expected that the findings of this study will be beneficial to student as well as the institutions. The valuable feedback from the students should help them to realize the benefits of learning management system in their education. Institutes can invest more in learning management system to enhance the performance of their students and produce better results. The findings of this research study, it is hoped, would provide solutions to some problems bedevilling students in learning

management system access, information retrieval, and choice of sites that will benefit them academically, socially and morally.

Purpose of the Study

The main purpose of this study is to examine accessibility and usage of Learning Management System technology in transforming tertiary education in Kogi State. Specifically, the study seek to

1. Identify the channel of usage of learning management system among Economics, Accounting teachers and students of Prince Audu Abubakar University Anyigba
2. determine the reasons for the use of LMS by Economics, Accounting lecturers and students of Prince Audu Abubakar University Anyigba, and
3. Examine the challenges faced by Economics, Accounting lecturers and students while accessing learning management system of Prince Audu Abubakar University Anyigba

Research Questions

The following research questions were formulated by the researcher in line with the purpose to guide the study:

1. What are the channels through which Economics and Accounting lecturers and students at Prince Audu Abubakar University Anyigba access and use LMS of?
2. What are the reasons for the use of LMS by Economics, Accounting lecturers and students of Prince Audu Abubakar University Anyigba?
3. What are the challenges faced by Economics, Accounting lecturers and students while accessing LMS?

Hypothesis

The following hypotheses were tested at 0.05 level of significance

H₀₁: There is no significant difference in the responses of Economics and Accounting lecturers and students on the channel of usage of learning management system of Prince Audu Abubakar University Anyigba

H₀₂: There is no significant difference in the responses of Economics and Accounting lecturers and students on the reasons for the use of LMS of Prince Audu Abubakar University Anyigba

H₀₃: There is no significant difference in the responses of Economics and Accounting lecturers and students on the are the challenges faced while accessing learning management system

Methods

The study adopted a survey design carried out in prince Audu Abubakar University, Ayingba, Kogi State. The population of this study consisted of 391 Economics, Accounting lecturers' students (91 lecturer and 300 students) from Prince Audu Abubakar University, Ayingba in Kogi State. Simple random sampling was used to select 212 (176 students and 36 lecturers) for the study. The instrument for data collection in this study is a researcher-made rating scale titled "Accessibility and Usage of Learning Management System Technology Scale" (AULMSTS). The instrument was based on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), and they are rated as 4 points, 3 points, 2 points and 1 point respectively. The face validity of the instrument was established by three experts (one from Economics Discipline, one from Accounting and one from Measurement and Evaluation) while internal consistency was established on a one-time method of administration using Cronbach alpha statistic which gave an index of 0.86 indicating high reliability of the research instrument. The instrument was administered by the researchers and with the help of two trained research colleagues as assistants to the respondents in the schools of study; this enabled the researcher to collect all the copies to avoid wastage. With this, a 100% return rate was ensured. In

analyzing the data that were collected, mean and standard deviation was used for answering the research questions. The hypotheses were tested using one independent sample z-test. The decision rule is, any score above the criterion means of 2.5 is accepted and any score below the 2.5 will be rejected.

Research Question One: What are the channels through which Economics and Accounting lecturers and students at Prince Audu Abubakar University Anyigba access and use LMS of?

Table 1: Mean Scores and Standard Deviations on the Channels Used to Access the Learning Management System (LMS)

S/N	Item Statement: My usage of learning management system is through;	Lecturers' n=36			Students' n=176		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	internet enabled mobile phone	3.17	.97	Accessible	3.28	.82	Accessible
2	Personal laptop	2.97	1.06	Accessible	2.92	1.09	Accessible
3	Cyber café	3.19	.86	Accessible	3.18	.73	Accessible
4	School Internet facility	1.61	.80	Not Accessible	1.63	.87	Not Accessible
5	Friends/colleagues' laptop	1.69	.82	Not Accessible	1.57	.73	Not Accessible
6	School library	1.44	.88	Not Accessible	1.30	.75	Not Accessible
7	personal modem	1.47	.85	Not Accessible	1.43	.72	Not Accessible
Grand Means		2.22			2.19		

The result in Table 1 shows the mean scores of lecturers and Students On the channels through which they access and use the Learning Management System (LMS) at Prince Audu Abubakar University Anyigba. The analysis shows that items 1, 2 and 3 are accessible by the lecturer and students since the mean scores recorded by the items were above the criterion mean of 2.50. However, items 4, 5, 6 and 7 had mean scores below the criterion mean of 2.50 and were thus not accessible by the respondents. The grand mean is 2.27 and 2.35 for lecturers and students respectively, an indication that the respondents use internet enabled mobile phone, personal laptop and cybercafé to browse the internet but fail to use school Internet facility, Friends/colleagues' laptop, School library and via personal modem.

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H₀₁: There is no significant difference between the responses of Economics and Accounting lecturers and students of Prince Abubakar Audu University, Anyigba on the channels through which the Learning Management System (LMS) is accessed and used

Table 2: Summary of t-test on the Responses of Lecturers and Students on the Channels through which the Learning Management System (LMS) is accessed and used

Respondents	n	$\bar{X}$	SD	Df	z-cal	z-tab	Decision
Lecturers	36	2.22	0.89	210	0.759	1.96	Not Rejected
Students	176	2.19	0.82				

Table 2 shows that the lecturer had a mean score of 2.22 and a standard deviation of 0.89, while the students recorded a mean of 2.19 with a standard deviation of 0.82. Thus, at 210 degree of freedom, 0.759 z-calculated was not significant at 0.05 level of confidence because it was less than 1.96 in the z-table. The hypothesis was therefore not rejected but accepted.

Research Question Two: What are the reasons for the use of LMS by Economics, Accounting lecturers and students of Prince Audu Abubakar University Anyigba?

Table 3: Mean scores of lecturers and Students on their reasons for the use of LMS

S/N	Item Statement: My reasons for the use of LMS are	Lecturers n=36			Students' n=176		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
8	LMS contains more information	3.00	1.12	Agree	2.56	1.15	Agree
9	Ease of use	3.14	1.07	Agree	2.76	1.18	Agree
10	To gather data for class group work or preparation of lesson	3.22	.90	Agree	3.12	.86	Agree
11	For current awareness/update knowledge	3.08	1.13	Agree	3.11	1.11	Agree
12	Browse for information to write assignments/lesson note	2.81	1.33	Agree	2.51	1.41	Agree
13	Send and receive mail	2.83	1.28	Agree	2.74	1.29	Agree
14	To learn more about the different types of LMS	3.00	1.22	Agree	2.99	1.25	Agree
15	For video samples to supplement course materials	3.00	1.15	Agree	2.94	1.17	Agree

16	To add up class notes or prepare lessons	3.14	1.07	Agree	3.13	1.07	Agree
17	To get additional reference on a particular subject matter	2.97	1.16	Agree	3.05	1.05	Agree
18	For communication	3.25	.94	Agree	3.28	.81	Agree
19	Just to be computer literate	3.00	1.10	Agree	3.02	1.10	Agree
20	To develop personal internet competencies	3.00	1.22	Agree	2.94	1.19	Agree
21	To share feedback by posting messages to others	3.36	.93	Agree	3.26	.89	Agree
22	To chat with friends and relatives	3.06	1.01	Agree	2.96	.96	Agree
23	To experience creative works	3.08	1.20	Agree	2.59	1.36	Agree
24	To search Economics and accounting related information	2.94	1.17	Agree	2.73	1.14	Agree
25	To be aware of the latest development in Economics and accounting	3.08	1.05	Agree	3.01	1.02	Agree
Grand Mean		3.05			2.93		

The results in Table 3 shows the mean scores of lecturers and Students on their reasons for the use of LMS. It was indicated in the table that all the items 8-25 were agreed upon by both the lecturers and students as their reasons for the use of LMS. This is because the mean scores recorded were above the criterion mean of 2.50. The grand mean for the two groups (Lecturers and students) were 3.05 and 2.93 respectively which implies that Lecturers and students' reasons for the use of LMS is that LMS contains more information, easy to use, they use it for class group work or preparation of lesson, supplement course materials, add up class notes or prepare lessons.

H₀₂: There is no significant difference in the responses of Economics and Accounting lecturers and students on the reasons for the use of LMS of Prince Audu Abubakar University Anyigba

Summary of z-test on the Responses of Lecturers and Students the reasons for the use of LMS of Prince Audu Abubakar University Anyigba

Respondents	N	$\bar{X}$	SD	df	z-cal	z-tab	Decision
Lecturers	36	3.05	1.11	210	0.59	1.96	Not Rejected
Students	176	2.93	1.11				

Table 4 shows that the lecturers had a mean score of 3.05 and a standard deviation of 1.11, while the students recorded a mean score of 2.93 with a standard deviation of 1.11. Thus, at 210 degree of freedom, 0.59 z-calculated was less than the z-tab of 1.96 at 0.05 alpha level in the z-table. The hypothesis was therefore accepted.

Research Question Three: What are the challenges faced by Economics, Accounting lecturers and students while accessing learning management system?

Table 5: Mean Scores and Standard Deviation of Lecturers and Students in Accessing the Learning on the challenges they face while accessing the Learning Management System

S/N	Item Statement: My challenges while accessing LMS are	Teachers' n=36			Students' n=176		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
26	Lack of search skills	3.08	1.16	Agree	2.80	1.26	Agree
27	Information overload	3.11	1.09	Agree	3.13	1.16	Agree
28	Frequent delay in download delay	3.11	1.12	Agree	3.02	1.14	Agree
29	Power outages	2.92	1.11	Agree	2.64	1.18	Agree
30	Bringing up irrelevant information	3.06	1.01	Agree	3.05	1.03	Agree
31	Difficulties in navigation of some types of LMS	2.89	1.24	Agree	2.76	1.22	Agree
32	inaccessibility of certain LMS-link website	3.22	1.05	Agree	3.29	.99	Agree
33	Lack of credibility of information	3.08	1.05	Agree	3.06	.98	Agree
35	Unavailability/inaccessibility of internet	2.86	1.10	Agree	2.73	1.17	Agree
36	High cost of internet access	3.14	1.13	Agree	3.13	1.21	Agree
37	Connection-speed too slow	3.11	1.12	Agree	3.08	1.15	Agree
38	Need to pay to get most academic materials	3.08	1.05	Agree	2.89	1.09	Agree
Grand Mean		3.06			2.96		

The result in Table 5 shows the mean scores of lecturers and Students on the challenges they face while accessing the Learning Management System. It

was indicated in the table that all the items 26-38 were agreed by both lecturers and students as the challenges they face while accessing the learning management system. This is because the mean scores recorded were above the criterion mean of 2.50. The grand mean for the two groups (teachers and students) were 3.06 and 2.96 respectively which implies that lecturers and students identified the following as the challenges they face while accessing the internet services; power outages, lack of search skills, information overload, download delay, high cost of internet access.

H₀₃ There is no significant difference in the responses of lecturers and students on the challenges faced while accessing the Learning Management System in Prince Abubakar Audu University, Ayingba

Summary of z-test on the Responses of Lecturers and Students on the challenges faced while accessing the Learning Management System in Prince Abubakar Audu University, Ayingba

Respondents	n	$\bar{X}$	SD	df	z-cal	z-tab	Decision
Lecturers	36	3.06	1.10	210	0.48	1.960	Not Rejected
Students	176	2.96	1.13				

Table 6 shows that the mean score of lecturers is 3.06 with a standard deviation of 1.10, while that of the students is 2.96 with a standard deviation of 1.13. at 210 degree of freedom, the calculated z-value 0.49 was less than the critical value (1.96) at the 0.05 level of significance. Hence, the difference is not statistically significant. The null hypothesis is therefore not rejected.

Discussion of Findings

It was also found in this study that lecturers and students use enabled mobile phone, personal laptop and cybercafé to access LMS but fail to use school internet facility, friends/colleagues' laptop, school library and via personal modem. The study also found that there is no significant difference between the mean ratings of lecturers and students on the channels used to access LMS. This is an indication that LMS facility is available in prince Abubakar Audu University however, it is not utilized for any academic purpose. In corroboration with this finding, Arulchelvan (2012)

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revealed that most of the parents (98%) access LMS through their cell phone and only 2% of parents do not access through their cell (phones. Among them it was found that 100% of the parents responded positively towards the attendance Short Message Service (SMS) of their ward. On the other hand, 90% of parents responded positively towards the academic performance of their ward sent by SMS. This allowed parents to receive real-time updates on their children's academic progress. Hendrikz et al. 2009; Akay, & Gumusoglu, (2019) findings disagreed with the findings stating in their study that students who received the SMS messages were academically more active than those in the control group. Among the teachers 97% of them responded positively towards the documentation of academic performance of the students E-LMS. This helps them to know the student's academic performance throughout the year and to take necessary remedial measures by individually concentrating on the particular students. Valk et al. (2010) and Cabero-Almenara et al. (2019) supported this fact with their outcome. After analyzing various projects implemented in some Asian countries, they indicate that while there is important evidence in the developing world that mobile phones impact educational outcomes by facilitating increased access, much less evidence exists as to how mobiles impact educational outcomes by promoting new learning.

The study further revealed that lecturers and students' reason for the use of LMS is that LMS contains more information, easy to use, they use it for class group work or preparation of lesson, supplement course materials, add up class notes or prepare lessons. This finding led to the conclusion that there is no significant difference between the mean ratings of lecturers and students on the reasons for the use of LMS services. This implies that both lecturers and students are of the same opinion on their reason for the use of LMS services. The finding is in line with Tezer and Çimşir (2018), their study revealed that students who utilized the LMS exhibited superior learning outcomes in comparison to those who did not utilize the LMS. The

z-test results indicate a significant disparity in academic performance between students who utilize the LMS and those who do not. The statistical significance of this observation is evident at a p-value of less than 0.05. Odekeye, et al. (2023) indicate that a high proportion of the students (37.2%) frequently use the LMS to access and download lecture notes daily. It was also observed 32.5 % of the students used the LMS to submit assignments once a week, 26.3% did so daily, while 22.7% rarely used the LMS to submit assignments. 10.7% never used it for this purpose, 4% used it once in every two weeks, while only 3.8% of the students used the LMS once a month to submit assignments. Regarding taking evaluation tests, 36.5% agreed that they rarely used the LMS, 29% used it once in a week, while 16.9% agreed that they used it daily. 9.1% used it once in two weeks, and 4.7% of the

It was finally revealed in this study that lecturers and students identified the following as the challenges they face while accessing the LMS services power outages, lack of search skills, information overload, download delay, high cost of internet access etc. Hence there is no significant difference between the mean ratings of lecturers and students on the challenges they face while accessing the LMS services. In line with this finding, Odekeye, et al. (2023), reveals that the cost of accessing the LMS platform, poor Internet services and power failure are major challenges impacting LMS use by the students.

Conclusion

The study concluded that the accessibility and usage of Learning Management System Technology in transforming tertiary education in Kogi State was below average. The highest ratings were associated with challenges such as power outages, lack of adequate search skills and the high cost of internet access – issues that limit academic usage. There is no significant difference between the mean ratings of lecturers and students on the challenges they face while accessing the LMS services.

Recommendations

1. The government of Kogi State should endeavour to provide LMS access to the school library in order to improve research by economics, accounting teachers and students.
2. Lecturers and students should be sponsored to attend regular conferences, seminars and workshops especially on the areas of digital literacy and ICT skills to enhance their proficiency and encourage the frequent use of LMS in teaching and learning training so as to become ICT compliant, and possibly use the skill more regularly in the teaching sessions.
3. The Kogi State Government Should provide electricity infrastructure as internet and ICT facilities cannot function effectively without stable power supply.

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