Acceptance and Usage of Moodle Learning Management System among Academics in the University of Kelaniya

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Abstract

The purpose of this research is to analyze acceptance and usage of Moodle Learning Management System (LMS) amongst academics in a selected public university. 71 academics were responded from four faculties i.e. Social Sciences, Humanities, Commerce & Management Studies, and Computing and Technology in the University of Kelaniya. The printed questionnaires as well as online questionnaires were distributed among the lectures. The findings reveal that a gap between high acceptance and low actual usage. Technology Acceptance Model (TAM) was the framework used for this study. Finding of this research revealed the hypotheses such as academics' attitude towards using LMS is influenced by the perceived usefulness. Academics' behavioral intention to use LMS is influenced by their attitude towards using LMS. Academics' acceptance of learning management system is high in University of Kelaniya. The data revealed that the academics use the LMS more for 'assignment'. Some activities such as Mootyper, SCORM package, Workshop, Wiki, Survey, Choice and Glossary should be more utilized. The URL was the most used Moodle resource and the least resource was IMS content package. So IMS content package, label should be more utilized and need to conduct proper trainings to get a successful engagement in Moodle LMS.

Keywords: Learning management system; State universities; Moodle, Online education, E- learning

Introduction

Most of higher education institutes such as Universities have implemented a learning management system (LMS) to manage their teaching and learning activities as a supportive tool in their education curriculum. According to Weaver, Spratt & Nair (2008), there was an enormous growth in use of LMS in past decades has shown in the higher education institutions (Weaver, Spratt, & Nair, 2008). According to the UGC manual, faculty/institute has policy to established ICT platform to facilitate teaching and learning activities in the university. Therefore, LMS works as a platform for sharing the acquired knowledge among academics and students. Today, delivery of learning programs has gradually shifted to online-based with the fast internet popularity (Li, Li, Cui, & Zhang, 2012). With the development of information and communication technology today, e-learning has become a popular innovative approach of delivery method in higher education (Al-Samarraie, Teng, Alzahrani, & Alalwan, 2018). Integration of LMS is one of central action of e-learning program as a teaching and learning