



STUDENTS' PERCEPTION OF LEARNING MANAGEMENT SYSTEM ON STUDENTS' STUDY HABIT DURING COVID-19

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ABSTRACT

The study investigated perception of students on Learning Management System and how it affects and benefits their study habit during COVID-19, as well as its effects on their study performance. The study adopted quantitative research approach and survey design where data was gathered using a questionnaire that was created to acquire pertinent information from respondents. The study participants are the 200 and 300 level students of Faculty of Education, University of Ilorin, while a total of 358 students administered the questionnaire only 303 responses are used for the study. The results demonstrated that students' study habits are significantly impacted by the use of Learning Management Systems (LMS) as majority of the respondents attest that the use of LMS improved their study habit which in turn affected their study result positively. These could also assist lecturers and university administration to know how well students are able to relate with Learning Management System, how it affects their academic performance and their preparedness to fully adopt the system.

Keywords: Students' perception, Learning Management System (LMS), Study habit, e-learning, COVID-19

INTRODUCTION

Information and Communication Technology (ICT) made it possible for students and teachers to easily communicate and handle assignments across time and space (Chen, 2011). Learning Management Systems (LMS) were established as the technology period progressed, and they are utilized as a shared platform for both on-campus and remote students, giving teachers and students a set of tools for managing and improving the learning process. While learning management systems are intended to facilitate communication and learning for individual students, they also have their own set of issues. When a system falls short of what users need and want, for example, the risk is that it won't be used effectively or won't lead to better organizational performance. (Szajna & Scamell, 1993).

However, traditional learning methods are used in most Nigerian schools. That is, the face-to-face lectures until early 2020, when the dreadful Covid-19 disease, which was brought on by the SARS-CoV-2 coronavirus, surfaced. It was classified as a pandemic by the World Health Organization. It significantly affected how colleges and institutions in different countries conducted their educational programs, which boosted the popularity of online courses because internet-based learning is seen as a viable alternative to traditional learning. (M. Samir Abou El-Seoud et al., 2014). The capacity of students to effectively manage time and other resources in order to complete an academic task is typically defined as study habits. The volume and nature of study techniques used by a student throughout the course of a normal study hour in a welcoming environment is referred to as his or her "study habit." (Badau, 2018).

Technical advancements have reshaped the learning and teaching process, making it more appealing in the past few years as using a learning management system, students can use interactive features like threaded chats, video conferencing, and discussion boards. The teaching machine's creation in 1924 served as the catalyst for everything that followed. More innovations gradually entered the market. (Davis, et al., 2009).

A LMS is intended to supplement traditional lectures with course information that can be accessed from off-campus via the Internet according to (Landry, et al., 2006), not to replace the traditional classroom environment. Learning Management Systems are available from a variety of platforms and suppliers. Moodle LMSs, Canvas, TalentLMS, Xperiencify, Schoolbox, and Blackboard are just a few examples. Studying is an intentional action that is directly related to students' study skills and academic success. Its goal is to help students increase their understanding in academics and other aspects of life. However, several factors appear to be causing a reduction in favorable reading habits in students enrolled in distance learning (Onuoha & Doris, n.d., 2021). Students' opinions of their learning experiences can have an impact on their decision to continue with a course, as well as their overall satisfaction with their online learning experiences.

Related Study

A learning management system (LMS) is a piece of software used to administer, document, track, analyze, automate, and provide training courses, learning and development programs, according to (Ellis, 2009). Learning Management Systems are server-based online programs that may be accessed via a web browser from any location with an Internet connection. A learning management system can be used by an instructor to create and deliver content, monitor student engagement, and assess student performance. LMSs are used to host and track online learning, as well as to improve and manage the learning process. They also streamline, organize, and reduce the cost of learning. It also manages course administration, skill gap analysis, tracking, course registration, and reporting.

Habits are something you acquire through time; they are not something you are born with. A study habit is setting aside a regular, unbroken period of time to devote to the task of learning and to immerse oneself in the practice, illumination, and education of oneself. (Michael et al., 2014).

As a result, as one is absorbed in the process of learning, taking notes, reading, and holding study groups, a healthy study habit is highly vital for good academic success, (Ebele & Olofu, 2017) indicated that a lack of effective or positive (excellent) study habits is the most common barrier to

students' achievement in all areas. There are numerous advantages to having good study habits. At certain points in life, we'll need to study for various purposes. good study habits should always be practiced because they can bring the following advantages: It helps to make better use of time, it can boost confidence and it can also improve one's retention.

METHODOLOGY

This study is a survey, and data were being collected through the use of questionnaires. Data were gathered using a self-designed questionnaire which is designed to get useful information about Students' Perception of Learning Management System on Students' Study Habit During Covid-19. The population of this research work was focused mainly on 200 and 300 level students of the faculty of Education, University of Ilorin. The choice of this faculty and levels is as a result of their engagement with the LMS to facilitate teaching and learning during COVID-19. The questionnaire consists of 31 items and it consist of four sections. Information regarding the respondents' demographics was gathered in the first section. The second section asked about their awareness of Learning Management System and the LMS used majorly during COVID-19. The third section gathered information about the effect of LMS on student's

concentration during studying. The fourth section shows the rating of items on Students' Study Habits. The fifth section seeks for the study habits exhibited by students in face-to-face lectures against the use of LMS. The sixth section explored students' satisfaction with LMS against face-to-face while the seventh section seeks to know the perception of students about the use LMS during COVID-19. The Likert scale, with five possible outcomes, was employed from the third through the seventh sections ranging from 1= "Strongly Disagree" to 5= "Strongly Agree". The questionnaire was pre-tested by a chosen group of specialists in the study for the purpose of improving the questions clarity which also proved its reliability.

A total of three hundred and fifty-eight (358) structured questionnaires were administered to 200 and 300 level students of the Faculty of Education in University of Ilorin, Ilorin Nigeria. From the total number of three hundred and fifty-eight (358) questionnaire distributed, three hundred and three (303) responses representing 78% were found useful and fitted for the study. This is due to the fact that some of the questionnaires retrieved were invalid as there were cases of incomplete filling and double responses for an item. Data were analyzed using SPSS version 23.

RESULTS AND DISCUSSION

Demography of Respondents

Table 2: Demography of respondents

Demographic information		n	Percentage (%)
Gender	Female	254	83.8
	Male	49	16.2
Departments	Human Kinetic	22	7.2
	Counseling Edu.	30	9.9
	Educational Tech.	35	11.5
	Health Edu.	45	14.8
	Social Science	39	12.9
	Adult and Primary Edu.	25	8.2
	Educational Management	36	11.9
	Art Education	34	11.3
	Science Education	37	12.3
Level	200	165	54
	300	138	46

Demographic data collected shown in Table I included gender, department they belong to and the current academic level in the school. The table shows that 49 (16.2%) were male and 254 (83.8%) were female respondents. This shows that majority of the respondents were females. The distribution of respondents by faculty shows that 22 (7.2%) respondents were from Human Kinetics department, 30 (9.9%) from Counseling Education, 35 (11.5%) from Educational Technology, 45 (14.8%) from Health Education, 29 (12.9%)

from Social Science Education, 25 (8.2%) from Adult and Primary Education, 36 (11.9%) from educational management, 34 (11.3%) from Art Education while 37 (12.3%) were from Science Education. It shows that majority of the respondents were from the department of health education. Regarding the academic level of respondents, the analysis shows that 165 (54%) respondents were from 200 level while 138 (46%) respondents were from 300 level. It reveals that the majority of respondents were from 200 level.

Awareness of LMS and it tools used during COVID-19

Table 2: Respondents' awareness of LMS used majorly during COVID-19

Question		n	Percentage (%)
Do you know about Learning Management System	Yes	286	94.4
	No	17	5.6
How often do you use LMS	Always	165	54.5
	Often	69	22.8
	Sometimes	65	21.5

	Rarely	4	1.3
Which of the LMS' did you use more during COVID-19	Google classroom	6	2.0
	Google meet	8	2.6
	Cousera	21	6.9
	Udemy App	155	51.2
	others	113	37.3

Table 2 shows that 165 (54.5%) respondents use LMS always, 69 (22.8%) respondents use LMS often, 65 (21.5%) respondents use LMS sometimes while 4 (1.3%) respondents rarely use LMS. It shows that majority of the respondents use LMS always. It was also found that 6 (2.0%) respondents used

Google class room, 8(2.6%) respondents used Google meet, 21 (6.9%) respondents used Coursera, 155 (51.2%) respondents used Udemy while 113 (37.3%) respondents used others LMSs.

The Effect of LMS on Student's Concentration During Studying

Table 3: The effect of LMS on students' concentration during studying

S/N	ITEMS	⁵ SA	⁴ A	³ N	² D	¹ SD
1.	I have full concentration whenever I am studying online.	37.3	35.6	11.9	8.9	6.3
2.	Whenever I am studying online, I never fall asleep.	28.1	56.4	7.3	4.3	4.0
3.	I answer questions in an online class with zeal.	19.1	50.5	12.5	10.9	6.9
4.	I find it convenient for me to review classroom knowledge after an online learning.	46.2	38.6	5.3	6.6	3.3
5.	When I am studying online my attention is not diverted towards the television or other family activities.	32.7	40.6	12.9	8.3	5.6
6.	When I am studying online, I don't think about my personal problems.	43.9	39.9	7.3	3.6	5.3
7.	Reading in bed does not appeal to me.	35.3	46.9	7.6	6.3	4.0
8.	When I am studying online, I highlight key words and phrases in my book.	37.3	51.2	6.9	2.6	2.0

As shown in Table 3, this study found that they have full concentration while studying online, they never fall asleep while studying online, they answer questions in an online class with zeal, they find it convenient to review classroom knowledge after an online class, their attention is not diverted

towards the television or other family activities, they don't think about their personal problems, reading in bed does not appeal to them and they highlight keywords and phrases in their books while studying online.

Students' Study Habits

Table 4: Students' study habit

S/N	ITEMS	⁵ SA	⁴ A	³ N	² D	¹ SD
1.	I prefer reading electronic materials to reading printed materials.	32.7	40.9	15.5	4.0	6.9
2.	My favorite location to read is the library.	51.5	30.4	7.3	7.6	3.3
3.	I read for a little under an hour each day.	42.2	30.4	8.3	13.2	5.9
4.	I participate fully in peer reading.	28.0	26.4	8.3	20.8	16.5
5.	I read only for class assignment.	33.3	49.8	6.3	7.9	2.6

As shown in table 4, it was discovered that respondents prefer reading electronic materials to reading printed materials, their favorite place to read is the library, most spends less than an

hour reading every day, majority read only for class assignment, test and examination and more than half of the respondents participate fully in peer reading.

Study habits exhibited by students in face-to-face lectures against the use of LMS

Table 5: Study habits exhibited by students in face-to-face lectures against the use of LMS

S/N	ITEMS	⁵ SA	⁴ A	³ N	² D	¹ SD
1.	I take down note while having in-person interaction	41.6	44.2	10.2	2.6	1.3
2.	I devote enough time to all my courses.	58.4	26.4	7.9	5.3	2.0
3.	I devote more time to my studies than social activities.	50.8	36.3	6.3	5.3	1.3
4.	During online classes, I jot down important notes.	35.0	51.5	6.6	5.3	1.7
5.	I do have a personal study schedule	46.2	41.6	5.9	5.0	1.3
6.	The use of LMS makes me study for a longer period	41.3	41.6	6.3	7.3	3.6

It was discovered the study habits exhibited by students in face-to-face lectures against the use of LMS. The majority of respondents, according to the findings, take notes while having in-person interaction, majority devote enough time to all their courses, they also take down important notes during

online classes, they have an individual study schedule, majority devote more time to their studies than social activities and the use of LMS makes them study for a longer period.

Exploring Students' Satisfaction with LMS against Face-To-Face

Table 6: Exploring students' satisfaction with LMS against face-to-face

S/N	ITEM	⁵ SA	⁴ A	³ N	² D	¹ SD
1.	Learning with the use of LMS is more comfortable than face-to-face classes.	27.4	57.8	10.6	2.0	2.3
2.	I feel motivated while studying online.	38.3	55.8	3.3	2.3	.3
3.	I devote sufficient time to all my courses.	46.2	33.0	7.3	8.9	4.6
4.	I am interested to take online classes.	59.7	33.7	3.6	2.0	1.0
5.	My experience using LMS has been positive.	46.2	38.6	5.3	6.6	3.3
6.	I believe LMS met all my important study needs.	46.2	38.6	5.3	6.6	3.3

It was discovered that respondents are satisfied with the use of LMS against face-to-face, learning with LMS is more comfortable, feel motivated while studying online, interested

to take online classes, satisfied with the use of LMS, believe LMS met all their important study needs.

To Determine the Perception of Students About the Use of LMS During Covid-19

Table 7: Determining the perception of students about the use of LMS during COVID-19

S/N	ITEMS	⁵ SA	⁴ A	³ N	² D	¹ SD
1.	Using LMS improves my learning performance.	32.7	40.6	12.9	8.3	5.6
2.	The LMS is easy to use.	43.9	39.9	7.3	3.6	5.3
3.	LMS meets my learning needs.	35.3	46.9	7.6	6.3	4.0
4.	LMS makes it simple for me to locate the content I require.	37.3	51.2	6.9	2.6	2.0
5.	My learning process is greatly aided by the use of LMS.	46.2	41.6	5.9	5.0	1.3
6.	The use of LMS affect my study result positively.	41.3	41.6	6.3	7.3	3.6

From the findings, it was discovered that respondents perceived that using LMS improves their learning performance, LMS is easy to use, LMS makes it simple for them to locate the content they require, their learning process is greatly aided by the use of LMS and that the use of LMS affects their study result positively.

CONCLUSION

The study highlight significance of learning management system to the students and the university authority, also gives insight on students' perception of Learning Management System, and their study habit. This could in turn assist the lecturers or tutors understand students' perception on LMS, study habit and the positive perception that exist between students and the Learning Management System, thus, perceived positive academic performance and preparedness to fully adopt the system.

Students of the Faculty of Education maintain an optimistic outlook on the use of Learning Management System to support their study and facilitate learning processes as a very high percentage of the respondents affirm that using LMS improves their learning performance, affects their study result positively and it meets their learning needs. It could be deduced from the study result, that a slightly higher than half of the respondents positively perceived Learning Management System to develop and positively affect their Study Habit. They believed that learning with LMS is more comfortable, it makes them feel motivated and they are satisfied with the use of LMS as it improves their study, learning, performance while their learning process is greatly aided by the use of Learning Management System.

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