



POLICY IMPLEMENTATION AND LECTURERS' READINESS FOR ADOPTION OF LEARNING MANAGEMENT SYSTEM IN UNIVERSITIES DELTA STATE, NIGERIA

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ABSTRACT

This study examined relationship between policy implementation and lecturers' readiness for adoption of learning management system in universities Delta State, Nigeria. The study was guided by three research questions and three null hypotheses. The design of the study was correlational research design. The population of the study comprised all the lectures in public universities in Delta State. The sample size comprised consisted of 236 lecturers. The instrument used for this study was a researcher's developed questionnaire, titled: "policy implementation and lecturers' readiness for adoption of learning management system" Questionnaire (PILRALMSQ). The instrument was subjected to face and content validation and the reliability of the instrument was ascertained through test re-test method. The reliability yielded a coefficient of 0.85. The data collected were analyzed using the Statistical Package for Social Sciences (SPSS). Pearson Product Moment Correlational Coefficient was used to answer the research questions. Simple Regression was used to test the null hypotheses at .05 level of significance. Results from the findings among others revealed that there is a significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria, it also showed that significant relationship exists between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria, it equally concluded that there is significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria and between equipment policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. The study recommended among others that there should be a functional policy document and blue prints to give directions, objectives, action plans and necessary evaluation of LMS adoption in Nigerian universities and institutions in Nigeria should be mandated to put in place appropriate framework and strategies in so as to encourage the design and delivery of LMS to lecturers.

Keywords: policy implementation, lecturers' readiness, learning management system, universities.

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INTRODUCTION

Universities worldwide are increasingly interested in implementing learning management system (LMS) to deliver instruction and training. Interestingly, Learning Management System (LMS) is central to the goal of any eLearning system (Hegazy & Radwan, 2018). With the revolutionary emergence of internet and web technologies, higher education institutions around the globe are increasingly exploring eLearning technologies to improve the value of education and to annihilate situational barriers. Learning Management System is one of the renowned eLearning technologies that have been widely used to cater for the ever-growing demand for flexible teaching and learning. LMS is said to be a teaching and learning model that accommodates virtual learning and electronic management of pedagogical processes using various communication technologies or eLearning technologies.

There are an assortment of combination techniques for implanting content into LMS were initially intended to be privately facilitated on-premise, where the association buys a permit to a variant of the product, and introduces it on their own workers and organization. Numerous LMS are currently offered as E-Learning programming as an assistance, with facilitating given by the sellers. Through LMS, instructors may make and coordinate course materials, articulate learning objectives, adjust substance and evaluations, track considering progress, and make grade tests for understudies. LMS permits the correspondence of learning destinations, and sort out learning timetables. LMS influence is that it conveys learning substance and devices directly to students, and it can likewise arrive at minimized gatherings through unique settings. Such frameworks have underlying adjustable highlights including evaluation and following. Hence, students can find continuously their advancement and educators can screen and impart the viability of learning. Quite possibly the main highlights of LMS is attempting to make a smooth and straightforward sharing amongst students and teachers. Such frameworks, and other than encouraging internet getting into hang of following learning progress, giving advanced learning different approaches, diverse correspondence, and possibly offering content, might be utilized to give diverse correspondence highlights.

The adoption of LMS in Nigerian universities offers numerous benefits. According to Afolabi and Bello (2020), these platforms provide flexible access to learning materials, allowing students to engage with course content at their own convenience. Furthermore, continuous assessment tools embedded within LMS platforms enable academic staff to conduct assessments efficiently, providing students with timely feedback on their academic progress. However, Okoro and Adamu (2023) point out that the implementation of LMS in Nigeria is often hindered by challenges such as inadequate digital infrastructure and limited access to training for academic staff. To maximize the benefits of LMS, universities must invest in both technology and capacity-building programs to ensure academic staff can effectively use these platforms to enhance teaching and learning. It is therefore important for any learning technologists to recognize the factors that influence the effectiveness of the hybrid learning techniques. Many researchers have worked on the factors that are of importance for evaluating the adoption of eLearning system and its effectiveness (Angaye et al., 2019). It is therefore of importance to evaluate the institutional policy and lecturers' readiness towards adoption of LMS in order to pave ways for its successful integration in universities. This study thereby focused on institutional policy implementation and lecturers' readiness towards the adoption of LMS in universities in Delta State.

Aim and Objectives of the Study

The aim of this study was to examine the institutional policy implementation and lecturers' readiness towards adoption of learning management system in universities in Delta State, Nigeria. Specifically, the study intended to:

- Examine the relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.
- Investigate the relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.
- Ascertain the relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Research Questions

The following research questions were stated to guide the study:

- What is the relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?
- What is the relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?
- What is the relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?

Hypotheses

The following hypotheses were formulated for the study and were tested at .05 significance level:

- There is no significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.
- There is no significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.
- There is no significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

METHODOLOGY

Research Design

The study adopted a correlational research design. The correlational research design is appropriate since the study established the relationship between institutional policy implementation and lecturers' readiness towards adoption of learning management system in universities Delta State, Nigeria.

Population of the Study

The population of the study comprised all the lecturers in public universities in Delta State. The population of lecturers in public universities in Delta State was 1919 (Nominal Roll of the various public universities, 2024).

Sample and Sampling Techniques

The sample size for this study consisted of 232 lecturers. Multi-stage sampling technique was adopted in selecting the sample for the study. In the first stage, random sampling technique using ballot system was employed to select one (1) universities from Federal and two (2) from State institutions. This brought the sampled universities to three (3) out of the six (6) public universities in Delta State. In the second stage, the proportionate stratified random sampling approach was used. The universities were first stratified according to the lecturers' population in Federal and State Public Universities in Delta State at the time of this study. A proportion of the population was taken from the universities to reflect the number of lecturers. In the third stage, the researcher used 10% of lecturers in each of the Federal and State Public Universities in Delta State. The use of 10% of lecturers is in line with Roscoe (1977) recommendation of using a sample size of 10%.

Instrument for Data Collection

The instrument for data collection was a questionnaire developed by researcher it is titled institutional policy implementation and lecturers' readiness towards adoption of learning management system Questionnaire (IPILRALMSQ). It was divided into two parts; A and B. Section A was on the bio-data of the respondents, bothering on their status: State or Federal Universities lecturers, gender and name of university. Section B was designed to obtain information on institutional policy implementation and lecturers' readiness towards adoption of learning management system. The response categories of the instrument were based on a Likert four (4) point summated rating scale of agreement weighted as Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point). The questionnaire contained items built in three (3) clusters on which respondents will be requested to indicate their opinion.

Validity of the Instrument

Face and content validity of the instrument was obtained through the judgment of the researcher's supervisors and two other experts in Educational Management from the College of Education, Warri. The experts find out whether the items in the instrument specifically relate properly to meet the intent of the study. Based on the inputs, corrections, suggestions, criticism and remarks, the contents of the instrument were improved and the final copy was produced. Their advice ascertained that the items are relevant, clear and unambiguous. Generally, the instrument was clear and unambiguous and it has both face and content validities.

Reliability of the Instrument

The test re-test method was used to estimate the reliability of the instrument. The time interval

between the test and the re-test was two weeks. A sample of lecturers were drawn from equivalent study sample of 30 respondents in University of Delta, Agbor, Delta State and used for trial testing of the items on the instrument. The essence of the trial testing was to find out how the respondents would react to the instrument. The reliability of the instrument was computed using Cronbach Alpha reliability coefficient and yielded 0.85.

Method of Data Collection

The questionnaire was administered to lecturers in the three (3) universities in Delta State from which sample for the study was drawn from. This was done by the researcher and four (4) research assistants who were trained for the work. The researcher and the research assistants administered and collected the questionnaire from the respondents. Completed questionnaire was collected and checked in order to ascertain their completeness by the respondents. All the two hundred and thirty-six (236) copies of questionnaire administered only two hundred and thirty-two (232) were collected and found usable for data analysis while the remaining four (4) copies were invalid. Therefore, the retrieval rate was two hundred and thirty-two (232) representing 98%.

Method of Data Analysis

In analyzing the data collected, the researcher used Pearson Product Moment Correlational Coefficient for the research questions and Simple Regression was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: What is the relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?

Table 1: Relationship between administrative support policy and lecturer readiness toward adoption of learning management system in Universities

		Administrative Support Policy	Lecturer Readiness Toward Adoption Of Learning Management System
Administrative Support Policy	Pearson Correlation	1	.805**
	Sig. (2-tailed)		.000
	N	232	232
Lecturer Readiness Toward Adoption Of Learning Management System	Pearson Correlation	.805**	1
	Sig. (2-tailed)	.000	
	N	232	232

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 revealed that the Pearson correlation coefficient is .805. Since the significance value (Sig. 2-tailed) is .000 (which is less than .05), it can be concluded that there is a significant relationship between administrative support policy and lecturer readiness toward adoption of

learning management system in universities in Delta State, Nigeria. Therefore, significant relationship exists between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. This suggests that administrative support policy can positively influence lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Research Question 2: What is the relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?

Table 2: Relationship between human resource policy and lecturer readiness toward adoption of learning management system in Universities

		Human Resource Policy	Lecturer Readiness Toward Adoption Of Learning Management System
Human Resource Policy	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	232	232
Lecturer Readiness Toward Adoption Of Learning Management System	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	232	232

** . Correlation is significant at the 0.05 level (2-tailed).

From Table 2, the Pearson correlation coefficient is .890. Since the significance value (Sig. 2-tailed) is .000 (which is less than .05), it can be concluded that there is a significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Therefore, significant relationship exists between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. This suggests that human resource policy has a significant relationship with lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Research Question 3: What is the relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria?

Table 3: Relationship between financial policy and lecturer readiness toward adoption of learning management system in Universities

		Financial Policy	Lecturer Readiness Toward Adoption Of Learning Management System
Financial Policy	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	n	232	232
Lecturer Readiness Toward Adoption Of Learning Management System	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	232	232

** . Correlation is significant at the 0.05 level (2-tailed).

From Table 3, the Pearson correlation coefficient is .890. Since the significance value (Sig. 2-tailed) is .000 (which is less than .05), it can be concluded that there is a significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Therefore, relationship exist between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State. This suggests that financial policy can positively influence lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Hypothesis 1: There is no significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Table 4: Relationship between administrative support policy and lecturer readiness toward adoption of learning management system in Universities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.680	1.392		.489	.626
	Administrative Support Policy	.422	.023	.841	18.028	.000

a. Dependent Variable: Lecturer Readiness Toward Adoption of Learning Management System

t-critical at $p < 0.05$, $df 230 = 1.960$

The regression results in Table 4 above revealed that significant relationship exist between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. The results show that the value of t-calculated of administrative support policy at $P < 0.05$, $df 230 = .489$ which is greater than the t-critical of 1.96. This also means that t-calculated is significant, implying that a significant relationship exists between administrative support policy and lecturer readiness toward adoption of learning management system in universities. Thus, the null hypothesis which states that there is no significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria is rejected.

Hypothesis 2: There is no significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Table 5: Relationship between human resource policy and lecturer readiness toward adoption of learning management system in Universities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.709	1.686		-.421	.675
	Human Resource Policy	.423	.027	.805	15.706	.000

a. Dependent Variable: Lecturer Readiness Toward Adoption of Learning Management System

t-critical at $p < 0.05$, $df 230 = 1.960$

The regression results in Table 5 above revealed that there is relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. The results show that the value of t-calculated of human resource policy at $P < 0.05$, $df\ 230 = .489$ which is greater than the t-critical of 1.96. This also means that t-calculated is significant, implying a relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities. Thus, the null hypothesis which states that there is no significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria is rejected.

Hypothesis 3: There is no significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Table 6: Relationship between Financial Policy and Lecturer Readiness Toward Adoption of Learning Management System in Universities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.680	1.392		.489	.626
	Financial Policy	.422	.023	.841	18.028	.000

a. Dependent Variable: Lecturer Readiness Toward Adoption of Learning Management System

t-critical at $p < 0.05$, $df\ 230 = 1.960$

The regression results in Table 6 above revealed that significant relationship exist between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. The results show that the value of t-calculated of financial policy at $P < 0.05$, $df\ 230 = .489$ which is greater than the t-critical of 1.96. This also means that t-calculated is significant, implying a relationship exists between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Thus, the null hypothesis which states that there is no significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria is rejected.

DISCUSSION OF FINDINGS

Relationship between Human Resource Policy and Lecturer Readiness toward Adoption of Learning Management System in Universities

Analysis based on research question one as presented in Table 1 the result indicated that the Pearson correlation coefficient is .805. Since the significance value (Sig. 2-tailed) is .000 (which is less than .05), it can be concluded that there is a significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Therefore, significant relationship exists between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. This finding agrees with the view of Adejumo

(2018), asserted that administrators need complete access to the training database, enabling them to create standard and customized reports on individual and group performance. The result of hypothesis one as presented in Table 4 shows that there is a significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Relationship between Human Resource Policy and Lecturer Readiness toward Adoption of Learning Management System in Universities

Analysis based on research question two, as presented in Table 2, the Pearson correlation coefficient is .890. Since the significance value (Sig. 2-tailed) is .000 (which is less than 0.05), it can be concluded that there is a significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Therefore, significant relationship exists between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. This finding corroborates the view of Webster and Hackley (2017) so also Dillon and Morris (2016) concluded that educators' attitudes towards a technology and their control over the technology had a significant effect on the learning outcomes. The result of hypothesis two as presented in Table 5 shows that there is a significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State

Relationship between Financial Policy and Lecturer Readiness toward Adoption of Learning Management System in Universities

Analysis based on research question three, as presented in Table 3, the result indicated that the Pearson correlation coefficient is .890. Since the significance value (Sig. 2-tailed) is .000 (which is less than .05), it can be concluded that there is a significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Therefore, relationship exists between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State. This finding correspond with the study that was carried out by Mohammed and Suitan (2022) the study revealed that financial policy and lecturer readiness toward adoption of learning management system in universities. The result of hypothesis three as presented in Table 6 shows that there is a significant relationship between financial policy and lecturer readiness toward adoption of learning management system in universities in Delta State.

CONCLUSION

The following conclusions are drawn on the basis of data analyzed in the study. First, the study concluded that there is a significant relationship between administrative support policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Second, the analysis of data showed that there is a significant relationship between human resource policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria. Third, the analysis of data showed that there is a significant relationship between financial policy and lecturer readiness toward adoption of learning

management system in universities in Delta State, Nigeria and between equipment policy and lecturer readiness toward adoption of learning management system in universities in Delta State, Nigeria.

Recommendations

Based on the findings of the study and the conclusion reached the following recommendations were made:

- Adequate financial budget should be made for the provision of required ICT infrastructures in Nigerian universities.
- There should be a functional policy document and blue prints to give directions, objectives, action plans and necessary evaluation of LMS adoption in Nigerian universities.
- The institutional ICT policy with regards to using LMS should give priority trainings and retraining in facilitating ease of use of LMS platforms.

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