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**CHALLENGERS AND BARRIERS IN UTILISING LEARNING MANAGEMENT SYSTEM**

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**ABSTRACT**

Adoptions of LMS have seen increasingly rapid development in higher education institutions. Both public and private universities had adopted as these resources are believed to be able to widen access, reduce the costs, and improve the quality of education. However, there exist several challenges that hinder the adoption and use of these resources. The majority of challenges mentioned in the literature do not have empirically grounded evidence. Different parts of the world may experience the same or even different challengers and barriers in adopting LMS. The empirical data was generated through semi-structured interviews with a random sample of 100 lecturers as well as a review of important documents generated by the Information Technology Unit of KUIS. Findings revealed that lack of access to computers and the Internet, low Internet bandwidth, absence of policies, and lack of skills to create and/or use LMS are the main barriers in KUIS. These findings provide a new understanding of the barriers to the use of LMs in higher institutions and should therefore assist and find mitigating strategies that will maximize its usage.

**Keywords:** Adoption; Learning Management System; Challengers and Barriers, Kolej Universiti Islam Antarabangsa Selangor (KUIS)

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**1. Introduction**

Situating LMS in teaching and learning landscape is gaining attention as it offers some ease of use. Despite these initiatives, institutions will not be able to widen access to and improve the quality of education without taking into consideration the quality of learning resources. This is because students rely on learning resources as their major source of information during the learning process (Keats, 2003). However, most institutions have continued with print-dependent educational practices where learning resources are in the form of paper textbooks and course handouts. Most of these resources are expensive, lack contextual relevance, and are difficult to share with a wider group of students (Lwoga, 2012). Therefore, it is timely to investigate the underlying inhibiting factors that prevent lecturers at KUIS from using LMS in order to develop strategies that will maximize their usage. The research was based on quantitative data obtained from 100 lecturers in KUIS and they applied the unified theory of acceptance and use of technology (UTAUT) model. This study provides further understanding of the perceived barriers to the use LMS in teaching and learning landscape.

**2. Literature Review**

A considerable amount of literature has been published to explain factors that hinder the use of LMS in different universities across the world. Generally, studies have consistently described the shortage of computers and Internet and low Internet bandwidth as the main contextual barriers to the use of LMS in Africa (Hodgkinson-Williams, 2010; Hoosen, 2012). Other main barriers cited include the lack of understanding regarding copyright and intellectual property rights (IPR) issues (Hoosen, 2012), and lack of policies to encourage creation and sharing of LMS (Yuan et al., 2008). Additionally, some studies have focused on social factors include lack of skills to find and use LMS , lack of time to find and/or prepare materials and upload in LMS, and unawareness of LMS existence.

Table 1: Perceived Barriers to Use of LMS across Literature

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| --- | --- | --- |
| **Category** | **Description** | **References** |
| Technology | • Lack of access to computers and the Internet • Low internet bandwidth• Uninterrupted power | (Hodgkinson-Williams, 2010; Hoosen, 2012; Wright & Reju, 2012)  |
| Legal | Lack of awareness amongst instructors regarding copyright and IPR issues  | (Hoosen, 2012) |
| Institutional and national policies | • Lack of policies at institutional/national/regional level to support the creation or use of LMS |  (Yuan et al., 2008)  |
| Relevance  | • Lack of resources appropriate to local context Social • Lack of skills to select appropriate LMS and re-use or re-mix it • Unwillingness to use resources produced by someone else • Do not trust the quality of LMS • Lack of time devoted to produce shareable materials • Lack of incentives or reward systems for instructors | (Yuan et al., 2008) |

**3. Methodology**

The study used semi-structured interviews and documentary reviews as data collection methods. The interview process involved a series of open–ended questions to investigate how lecturers were using LMS affordances to prepare learning resources, as well as to elicit lecturers’ views on the use of LMS in teaching. According to Bryman (2008), semi-structured interviews enable the respondents to project their own ways of defining the world, permit a sequence of discussions, and enable the participants to raise issues that might not have been included in a pre-devised schedule. The surveyed was conducted in KUIS on a convenience basis due to time and budgetary constraints.

**4. Findings and Discussions**

This study aimed to investigate the barriers to the use of LMS in KUIS, Selangor. The main findings are:

* lack of access to computers and the Internet
* low Internet bandwidth
* no e-learning policies in place
* lack of skills to create and /or use LMS

*4.1 Lack of access to computers and the Internet*

The study found 83% of respondents rated low Internet bandwidth as a barrier to the use of LM. Fifteen percent of respondents were neutral while a small number of respondents (17%) indicated that low Internet bandwidth was not an inhibiting factor.

*4.2 Low Internet bandwith*

Low Internet bandwith was also disclosed as a inhibiting factors thus making the access is very time consuming. 80% of the participants indicated their impatience to stay infront of the computer for long.

*4.3 No e-Learning policies being formulated*

This finding was consistent with the fact that the surveyed institutions did not have eLearning policies in place. The use was termed as “encourage to use” and not a ‘must”. Even in institutions that had eLearning policies in place, the majority of them were not implemented.

*4.4 Lack of the skills to create and/or use LMS*

Nearly two thirds of respondents (63%) rated this as a hindrance factor. Lecturers are not equipped with necessary skills to be able to create and/or use these resources, the use of LMS is difficult.

**5. Conclusion**

The adoption and use of ICT to improve the quality of education and to increase students’ enrollment through online learning in KUIS is becoming common. Many universities are spending thousands of dollars to procure and maintain various ICT in their premises. With these efforts in place, the use of LMS to complement these initiatives cannot be ignored. However, in order to benefit from these resources institutions have to find ways to overcome challenges revealed in this study. Moreover, institutions have to • improve the reliability and speed of the Internet within their institutions; • equip instructors with necessary skills to be able to create and/or use LMS; • update relevant policies to enable smooth implementation of LMS.

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