

# How teachers perceive LMS in India: - A Study of Moodle for NMEICT T10KT Participants.

Mohammad Asif Naqshbandi

*Assistant Professor,*

*School of Business Studies*

*Islamic University of Science and Technology, Jammu and Kashmir*  
192122

## ABSTRACT

The impression of Learning Management System among Indian instructors is presented in this research article. Online training is becoming more relevant and common in India as internet access and affordability continue to rise. 298 respondents who had used Moodle in the NMEICT T10KT programs provided data for the study. To contact the responders, a snowball sampling strategy was used. Data was gathered using online forms. The purpose of the study was to find the perception of teachers about the Moodle with respect to its use in their teaching process. The results showed mixed responses from the respondents.

**KEYWORDS:**LMS, Moodle, E-Learning, ICT, NMEICT, T10KT

Date of Submission: 14-02-2023

Date of acceptance: 26-02-2023

## I. INTRODUCTION

Online training is a method of instructing or providing education using information technology (Bartolic-Zlomislac and Bates 1999). E-learning is sometimes referred to as a network-enabled transfer of skills and knowledge since it allows education to be provided to several recipients concurrently or at various times (Hubackova 2015). The Indian government has been committed to implementing digital reforms that could greatly accelerate the growth of the eLearning industry (Deivam 2016). The Ministry of Electronics and Information Technology (MeitY) describes eLearning as one of the most crucial tools for delivering education on its website. In the areas of eLearning, content production, faculty development, R&D/technology development projects, and human resource development, the government has been financially supporting R&D activities for various educational institutions.

Learning Management System is one of the crucial aspects of the online education. Several colleges around the world have implemented the Learning Management System (LMS) to facilitate communication between students and professors outside of the traditional classroom setting. It is a setting with digital software that is intended to deliver learning materials and content to students as well as manage user learning interventions (Bartley and Golek 2004). Learning management systems (LMSs) are educational technologies that integrate a variety of elements to create a fantastic enriched learning environment. They offer a practical platform that makes it possible to create and distribute educational resources, facilitate contact among users, and support collaboration. An LMS is frequently utilised as a source of learning materials because it offers a unified interface to many stakeholders, including students, teachers, authors, and administrators. By facilitating advanced interactions between instructors and learners and facilitating easy access to learning resources, an LMS provides flexibility with regard to space and time. Additionally, it serves as a central hub for all contacts between students, teachers, and administrators, regardless of their nature or level.

IIT Bombay started the "Train 1000 Teachers" Initiative in 2009 as a part of the NMEICT. The main objective of this programme, which is supported by NMEICT, is to work with national engineering institutions to enhance faculty lecturing skills in introductory engineering and science courses (RajaSekhar 2018). It uses an ICT enabled strategy including both synchronous and asynchronous mode to truly reach and engage a big number of teachers, and via them, a much greater number of students. In 2013, this program's capacity was increased to train up to 10,000 teachers simultaneously using 385 developed Remote Centers spread around India. The "Train 10,000 Teachers" (T10kT) programme uses the AVIEW framework, which was created by Amrita University and provides an online interactive e-learning as part of its synchronous part and Moodle LMS for its asynchronous part.

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is available online for free download ([www.moodle.org](http://www.moodle.org)). Moodle was created by Martin Dougiamas at Curtin University in Western Australia. There are capabilities unique to Moodle, such as the ability to integrate materials, conversations, and/or activities centered around a study topic. The instructor may also specify a number of operating models, including weekly, topic-based, and social models. It is free in the sense that it can be customized for individual use by the user.

## II. RATIONALE OF THE STUDY

It is certain that the teaching and learning process will be significantly impacted by online education in the near future. Since Learning Management System play a crucial role in the online delivery of content and student feedback, it becomes very important to know the perception of the teachers who are going to use the systems in the near future. This will significantly help the stakeholders to customize the products in the Indian education setup. Besides that, it may also help the stakeholders to develop the impactful policies.

## III. RESEARCH METHODOLOGY

A questionnaire instrument was prepared to ascertain the perception of the Learning Management system among the respondents. The questionnaire was designed to collect the data on the set of five Variables mentioned below. Perception for each variable was measured through four statements used to collect the response of the respondent on the five-point Likert scale. The Variables are as under: -

- V1: - Usability.**
- V2: - Scalability**
- V3: - Student Participation**
- V4: - Evaluation**
- V5: - Feedback**

The questions for each of the variable are mentioned in Table 1 to Table 5

**Table 1: - Statements along with scale of Measurement for Variable “Usability”**

	Statement	Scale
V1S1	To my Understanding Moodle LMS is Highly Usable Platform	<b>1 as Strongly agree</b> <b>2 as Agree</b> <b>3 as Neutral</b> <b>4 as Disagree</b> <b>5 as Strongly Disagree</b>
V1S2	I think the students will not face any difficulty in using Moodle in terms of Usability	
V1S3	I don't find it appropriate to use Moodle as teaching platform as students may not feel it usable	
V1S4	I found it difficult to use Moodle	

**Table 2: - Statements along with scale of Measurement for Variable “Scalability”**

	Statement	Scale
V2S1	V1S1: - To my Understanding Moodle is capable of High Scalability.	<b>1 as Strongly agree</b> <b>2 as Agree</b> <b>3 as Neutral</b> <b>4 as Disagree</b> <b>5 as Strongly Disagree</b>
V2S2	I think there will be no issues if the number of students in my Moodle Class is large	
V2S3	It won't be appropriate to handle a big class using Moodle.	
V2S4	Moodle is only good at handling small classes	

**Table 3: - Statements along with scale of Measurement for Variable “Student Participation”**

	Statement	Scale
V3S1	It will be easy for me as an instructor to ensure student participation in teaching learning through Moodle	<b>1 as Strongly agree</b> <b>2 as Agree</b> <b>3 as Neutral</b> <b>4 as Disagree</b> <b>5 as Strongly Disagree</b>
V3S2	With Moodle I will be able to make students more participative in teaching learning process.	
V3S3	Using Moodle will affect the student involvement in teaching learning process.	
V3S4	Using Moodle will not make any difference in Student Participation	

**Table 4: - Statements along with scale of Measurement for Variable “Evaluation”**

Statement	Scale
V4S1 Using Moodle will make me evaluate students easily.	<b>1 as Strongly agree</b> <b>2 as Agree</b> <b>3 as Neutral</b> <b>4 as Disagree</b> <b>5 as Strongly Disagree</b>
V4S2 Evaluation through Moodle can save time and resources.	
V4S3 Evaluation through Moodle will lack credibility.	
V4S4 Using Moodle for Evaluations will not be of any benefit.	

**Table 5: - Statements along with scale of Measurement for Variable “Feedback”**

Statement	Scale
V5S1 Maintaining a feedback loop with students will be easy with Moodle.	<b>1 as Strongly agree</b> <b>2 as Agree</b> <b>3 as Neutral</b> <b>4 as Disagree</b> <b>5 as Strongly Disagree</b>
V5S2 Moodle enables the instructor to have the clear idea of student feedback.	
V5S3 Using Moodle will have no positive effect in managing student feedback	
V5S4 Student feedback can be managed well without using Moodle.	

The questionnaire prepared in google form and was shared with the participant teachers of the T10KT programme. It is pertinent to mention here that the email ids to the T10KT workshop participants are available on the NMEICT/IITB website. The response rate was 74 percent approx. and 298 responses were collected.

#### IV. FINDINGS

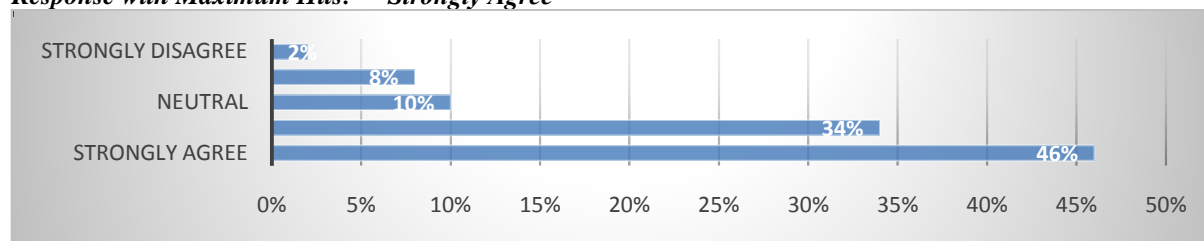
Data from the questionnaires was analyzed in MS-Excel. Basic statistical techniques we used to analyze the data. The findings are presented in the form of infographics. The findings are presented in the sequence of selected variables and related statements as mentioned in the research methodology part.

##### VARIABLE V1: - USABILITY

**VIS1: - To my Understanding Moodle LMS is Highly Usable Platform**

**Results: -**

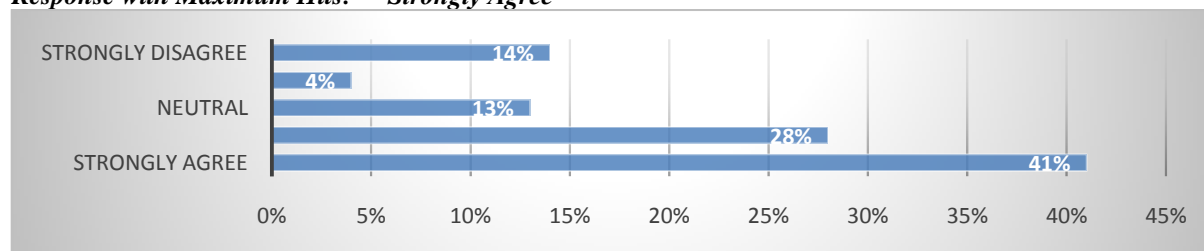
**Response with Maximum Hits: - “Strongly Agree”**



**VIS2: - I think the students will not face any difficulty in using Moodle in terms of Usability**

**Results: -**

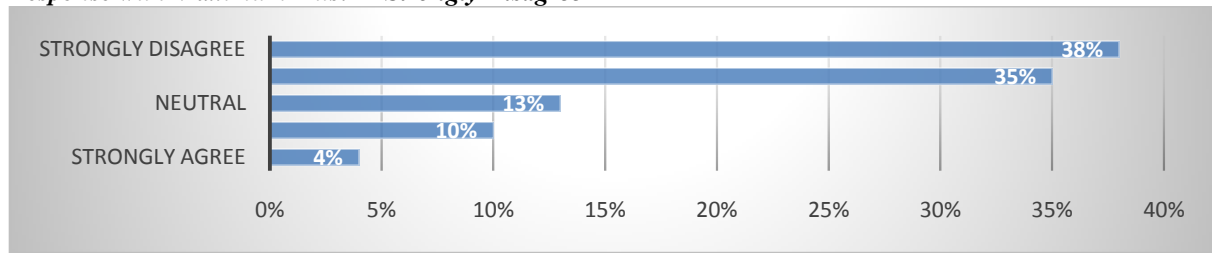
**Response with Maximum Hits: - “Strongly Agree”**



**VIS3: - I don't find it appropriate to use Moodle as teaching platform as students may not feel it usable**

**Results: -**

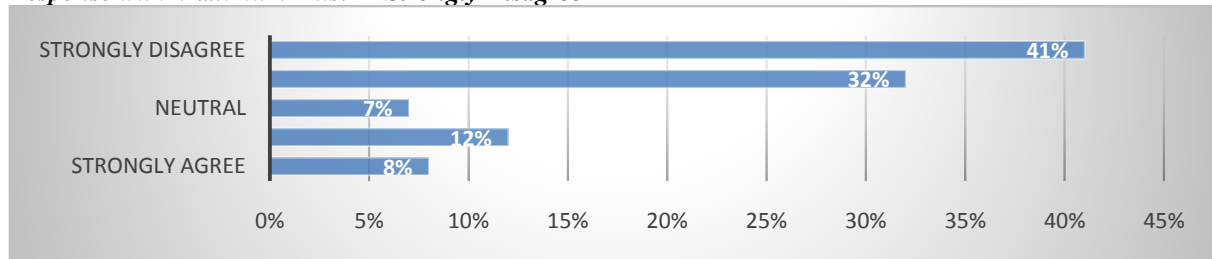
**Response with Maximum Hits: - "Strongly Disagree"**



**VIS4: - I found it difficult to use Moodle.**

**Results: -**

**Response with Maximum Hits: - "Strongly Disagree"**

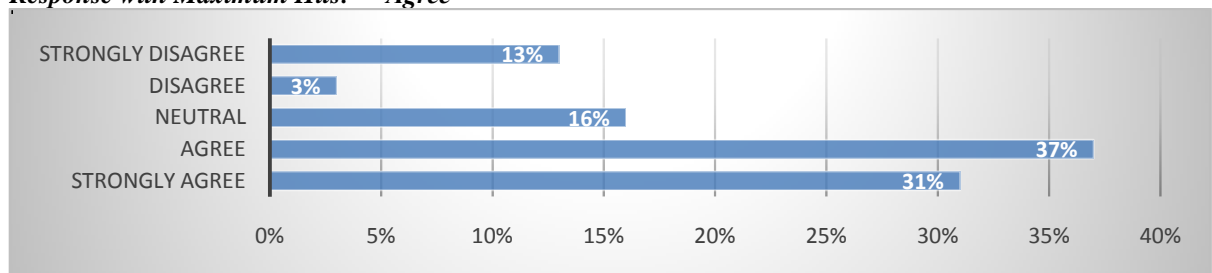


**VARIABLE V2: - SCALABILITY**

**V2S1: - To my Understanding Moodle is capable of High Scalability.**

**Results: -**

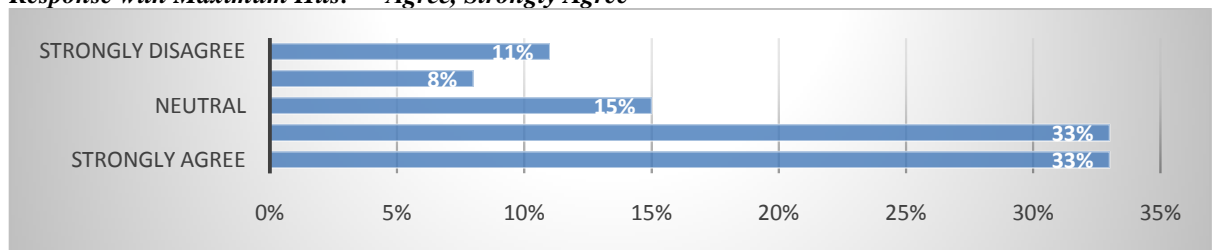
**Response with Maximum Hits: - "Agree"**



**V2S2: - I think there will be no issues if the number of students in my Moodle Class is large.**

**Results: -**

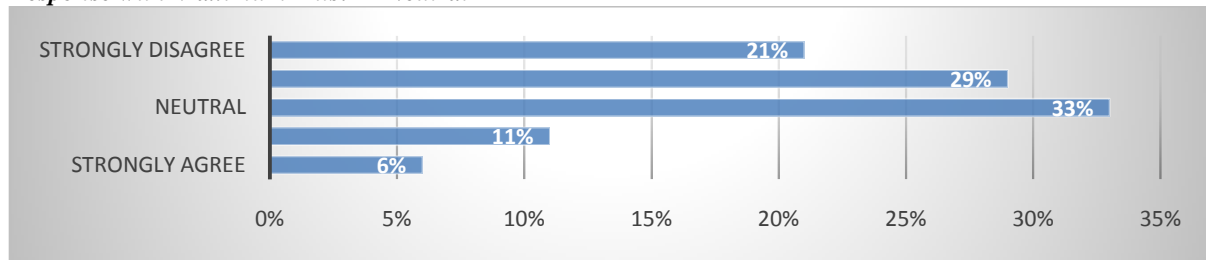
**Response with Maximum Hits: - "Agree, Strongly Agree"**



**V2S3: - It won't be appropriate to handle a big class using Moodle.**

**Results: -**

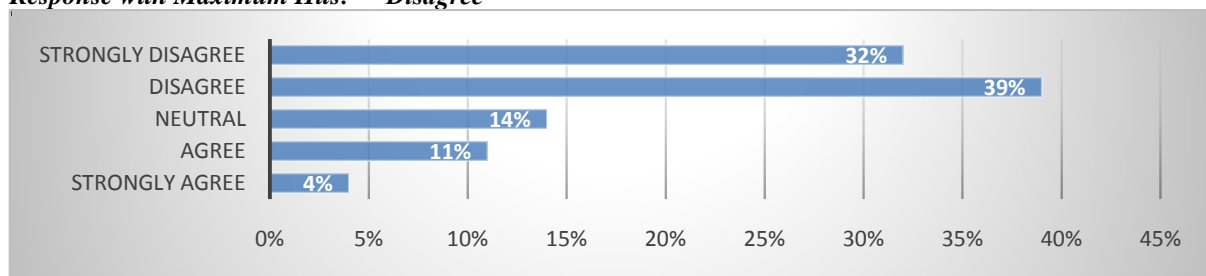
**Response with Maximum Hits: - "Neutral"**



**V2S4: - Moodle is only good at handling small classes.**

**Results: -**

**Response with Maximum Hits: - "Disagree"**

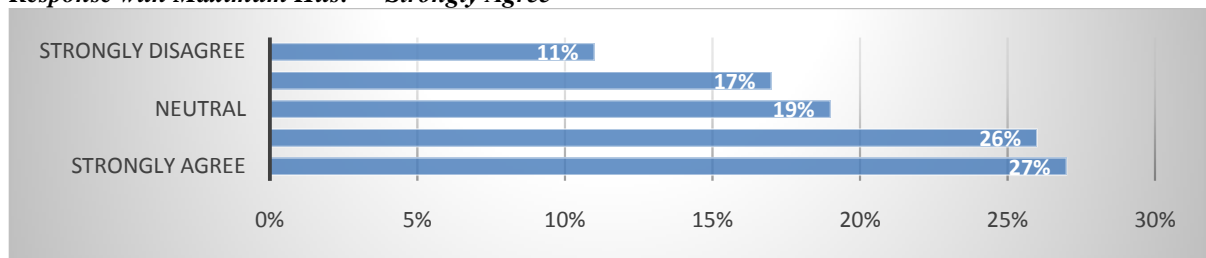


**VARIABLE V3: - STUDENT PARTICIPATION**

**V3S1: - It will be easy for me as an instructor to ensure student participation in teaching learning through Moodle**

**Results: -**

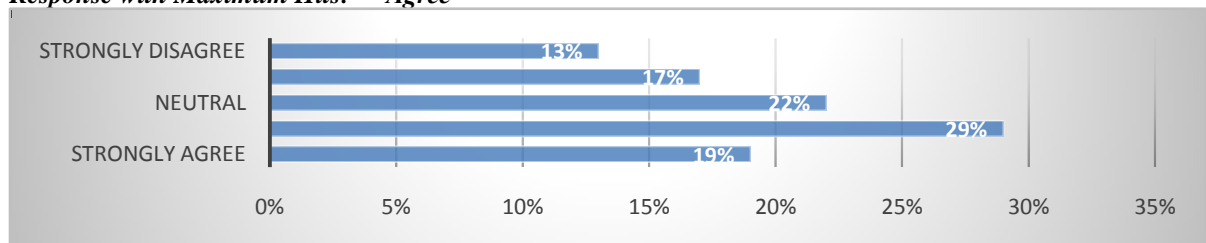
**Response with Maximum Hits: - "Strongly Agree"**



**V3S2: - With Moodle I will be able to make students more participative in teaching learning process.**

**Results: -**

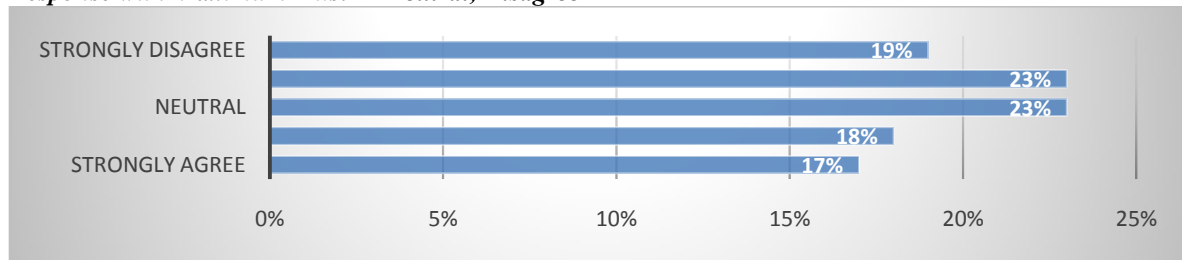
**Response with Maximum Hits: - "Agree"**



**V3S3: - Using Moodle will affect the student involvement in teaching learning process.**

**Results: -**

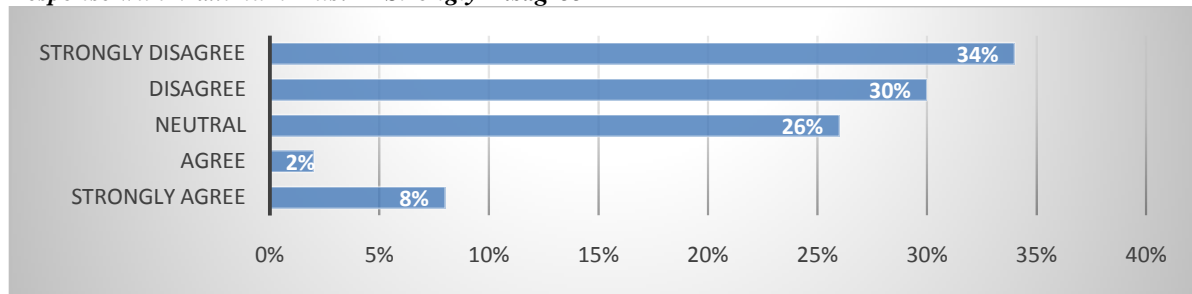
**Response with Maximum Hits: - “Neutral, Disagree”**



**V3S4: - Using Moodle will not make any difference in Student Participation**

**Results: -**

**Response with Maximum Hits: - “Strongly Disagree”**

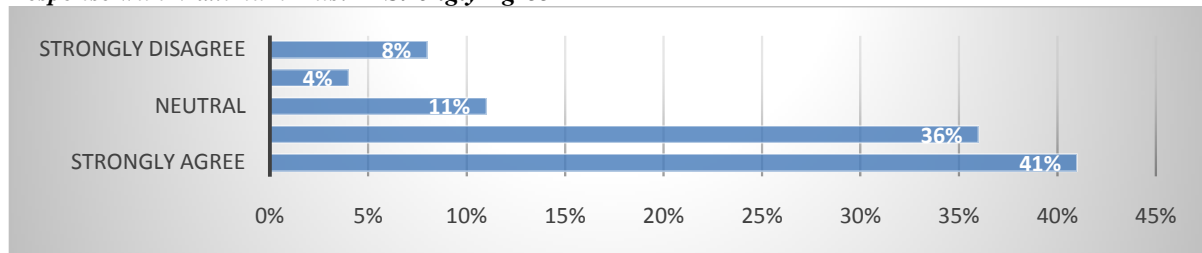


**VARIABLE V4: - EVALUATION**

**V4S1: - Using Moodle will make me evaluate students easily.**

**Results: -**

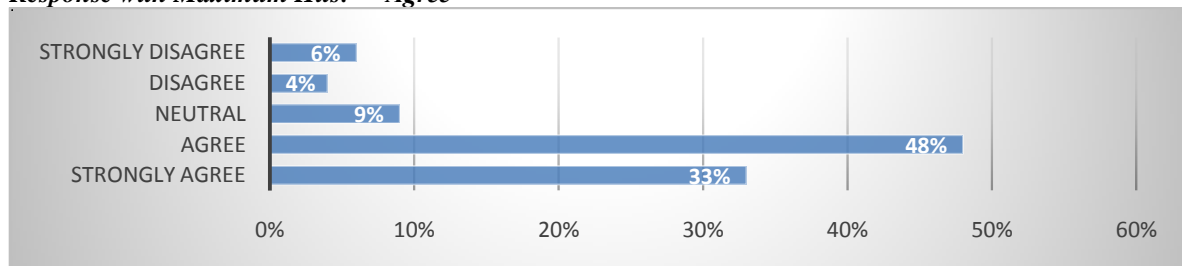
**Response with Maximum Hits: - “Strongly Agree”**



**V4S2: - Evaluation through Moodle can save time and resources.**

**Results: -**

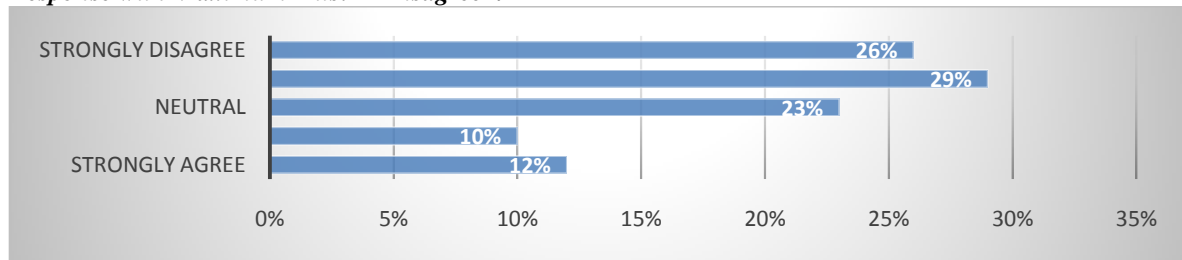
**Response with Maximum Hits: - “Agree”**



**V4S3: - Evaluation through Moodle will lack credibility.**

**Results: -**

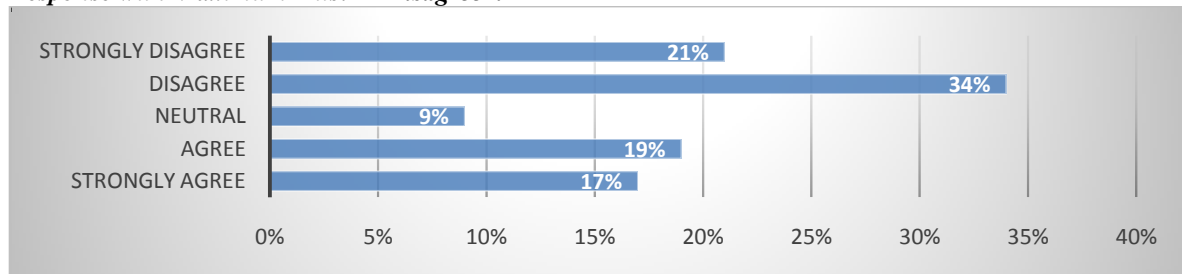
**Response with Maximum Hits: - "Disagree".**



**V4S4: - Evaluation through Moodle will lack credibility.**

**Results: -**

**Response with Maximum Hits: - "Disagree".**

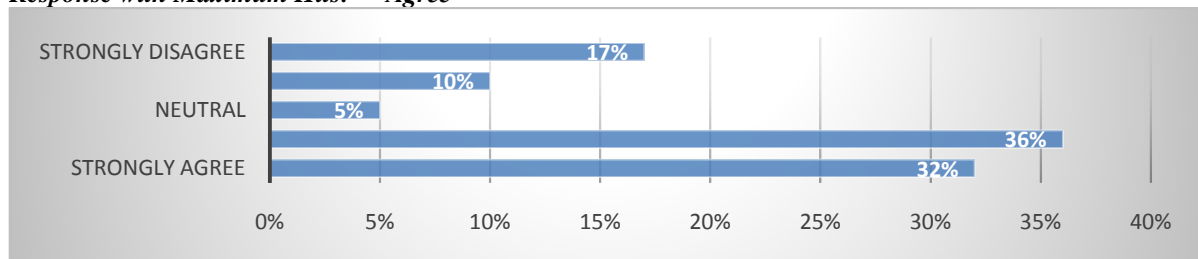


**VARIABLE V5: - EVALUATION**

**V5S1: - Maintaining a feedback loop with students will be easy with Moodle.**

**Results: -**

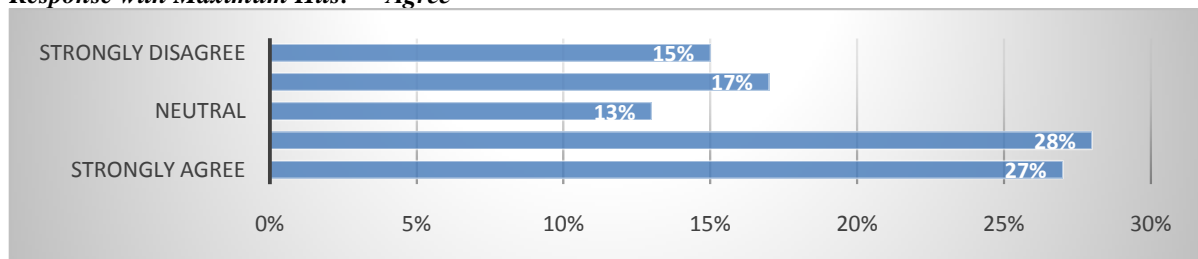
**Response with Maximum Hits: - "Agree"**



**V5S2: - Moodle enables the instructor to have the clear idea of student feedback**

**Results: -**

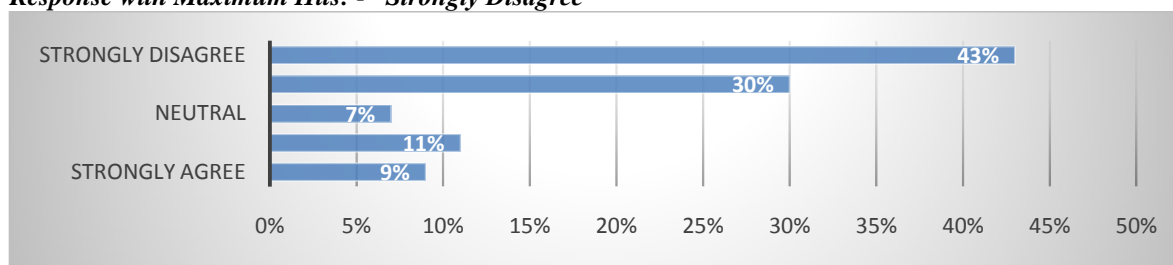
**Response with Maximum Hits: - "Agree"**



**V5S3: - Using Moodle will have no positive effect in managing student feedback**

**Results: -**

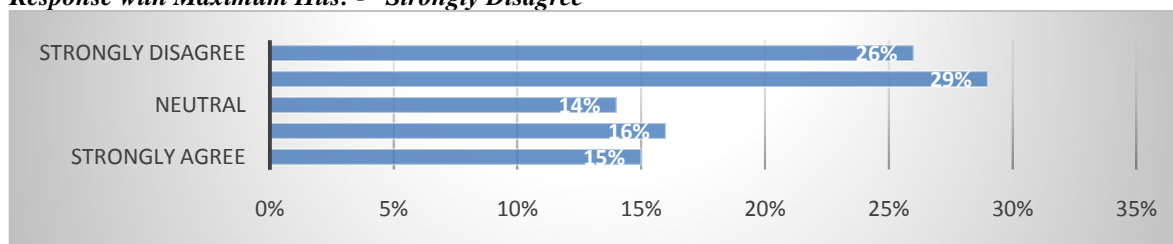
**Response with Maximum Hits: - “Strongly Disagree”**



**V5S4: - Student feedback can be managed well without using Moodle.**

**Results: -**

**Response with Maximum Hits: - “Strongly Disagree”**



## V. CONCLUSION.

Findings clearly indicate positive perception of Moodle learning Management System among the teachers. Though the study is confined to the faculty of technical education; similar studies are required in other domains and as well as at school level. With improving internet penetration and affordability in India, it is evident that Learning Management Systems are going to play a pivotal role in teaching learning process. It is high time to invest in learning management systems to keep pace with the global trend.

## REFERENCES.

- [1]. Bartley, S. J., and J. H. Golek. 2004. “Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction.” *Educational Technology and Society* 7(4):167–75.
- [2]. Bartolic-Zlomislic, S., and A. Bates. 1999. “Investing in On-Line Learning: Potential Benefits and Limitations.” *Canadian Journal of Communication* 24(3):349–66.
- [3]. Deivam, M. 2016. “Information and Communication Technology Initiatives in India.” *International Journal of Advanced Scientific Research* 1(2):24–26.
- [4]. Hubackova, Sarka. 2015. “Evolution and Evaluation of E-Learning.” *Procedia - Social and Behavioral Sciences* 171:231–35. doi: 10.1016/j.sbspro.2015.01.114.
- [5]. RajaSekhar, K. 2018. “A Critical View of NMEICT-Challenges and Way Forward.”