

Exploring Instructor Satisfaction with Learning Management Systems: A Comprehensive Study

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Article Info	Abstract
Received: 04/0/2024 Accepted: 12/10/2025 Published: 29/11/2025	The practice of using learning management systems has been fully implemented during the pandemic and it has been shifted to the post-pandemic era. As the government encourages blended learning, it is now a compulsory requirement during the post-pandemic era for instructors and students to use learning management systems. This study explores the perception of language teachers or instructors on the use of LMS to teach English among tertiary level technical university students. Further investigation on different types of LMS such as Moodle, Google Classroom and MS Teams are also explored in this study. It focuses on the following parameters; its user-friendly, instructions given, course requirements, assignment types, linguistic range or activity, and course administrator requirements. Data were collected from questionnaires and open-ended questions. In conclusion, this study emphasizes the diverse landscape of LMS platforms used by instructors, with university-provided systems, Google Classroom, and Edmodo being among the most popular choices. The study also highlights the importance of autonomy in LMS selection, with the majority of instructors having the freedom to choose their preferred platform. Overall, the results underscore the need for flexibility and efficiency in LMS adoption to cater to instructors' specific teaching needs while ensuring a streamlined learning experience for students.
Keywords: <i>Learning management system, blended learning course, English language teaching and learning</i>	

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1. INTRODUCTION

Education has undergone remarkable improvements since the onset of the COVID-19 pandemic. In the past, the majority of teaching and learning took place in physical classrooms, with some limited adoption of blended learning. However, the critical year of 2020 witnessed a great transformation in the realm of education, as the world struggled with the challenges presented by the COVID-19 pandemic. In response to this

global crisis, there was a significant shift towards the role of technology-based teaching, ensuring the continuity of education.(Shah et al., 2021; Teräs et al., 2020). In order to enhance the learning environment for students, instructors have initiated the integration of online classes, alongside the establishment of a structured digital platform for educational resources.

This platform serves as a comprehensive repository for various learning materials, assessment records, notifications, and

examination papers. Such measures have proven to be invaluable, enabling instructors worldwide to streamline the management of their instructional resources and ensure secure, user-friendly accessibility in the platform. The instructors were able to interact and facilitate with the students and share course materials with their students.(Waris et al.,2021).

Learning Management System or also as known as LMS is a web-based platform designed to facilitate the management, delivering, tracking, and reporting of educational courses. These LMSs are used in a variety of settings, including educational institutions, corporations, and organizations, to provide a centralized platform for creating, delivering, and monitoring learning content. There are some popular LMS platforms including Moodle, Blackboard, Canvas, Google Classroom, MsTeams and many others, with varying features and capabilities. In Universiti Malaysia Pahang Al-Sultan Abdullah, Kalam is used as the official Learning Management System (LMS).

The choice of using LMS during COVID 19 pandemic was based on the specific needs and goals of the educational institution or organization using it. It was something that could not be avoided anymore as it brought many benefits in education. (Shah et al.,2021). LMSs have become increasingly important and viable in modern education especially with the rise of online and remote learning.(Waris & Hamid, 2022).This study therefore sets out to answer the research question:

RQ: What are instructors' perception towards the use of the Learning Management System (LMS) in teaching and learning (T&L)?

2. Literature review

Universities all around the world are dealing with new learning management demands and cultures as an effect of the Covid-19 pandemic (Imam Makruf, Andi Arif Rifa'I & Yunika Triana, 2021). Due to

the impact of curriculum revitalization, particularly in response to the challenges posed by the COVID-19 pandemic, the traditional classroom has undergone a significant transformation, especially during the pandemic where most of the teaching and learning processes need to be conducted online. The emphasis has shifted towards active learning in lectures and a combination of approaches, often referred to as blended learning, which incorporates the use of Learning Management Systems (LMS) (Muhammad Luthfi Hidayat, Wibowo Heru Prasetyo & Jan Wantoro, 2019). This has also been explored in prior studies by Zharova, Trapitsin, Timcheko and Skurihina (2020) where the current stage of the educational system is marked by the extensive adoption of information and communication technologies. This has resulted in the development of a variety of technical solutions, tools, resources, services, and online Internet platforms. Therefore, there has been a mass distribution of various information systems and learning management systems (LMS).

The education system has been actively engaged in the integration of new technologies, giving rise to the concept of virtual education. This allows educators in university to effectively utilize learning management systems, facilitated by using both existing and emerging technologies which have grown to become a significant area of study and practical application, focusing on the incorporation of information and communication technologies into the realms of teaching and learning (Quispe, Aigular, O., & Aigular, G., 2020). In the implementation of online learning, there are many platforms used by educators, such as Moodle, Google Meet, Google Classroom, Zoom, and many more for synchronous learning. The use of digital platforms plays a crucial role for educators and students during the pandemic to ensure the process of teaching and learning can be run smoothly and effectively. According to Sabharwal, Chugh, Md Rahat Hossain, and Wells (2018), the usability of LMS measures the extent to which users can employ the system to achieve their objectives effectively and efficiently. In other words, a high level of LMS usability ensures that users can be trained quickly and effectively to use the LMS to deliver education and training courses. In

addition, the use of LMS facilitates the management and distribution of educational content to be more efficient by simplifying the process of content administration. Just like any other system, LMSs need to prioritize user-friendliness and ease of use.

There are many factors that influence the selection of the LMS, especially among the instructors. Some of the factors are the quality of the system, the facilities, and the capabilities of the users, (Imam Makruf, Andi Arif Rifa'I & Yunika Triana, 2021). Muhammad Luthfi Hidayat, Wibowo Heru Prasetyo and Jan Wantoro (2019) claimed that LMS holds significant importance, as it plays a crucial role in equipping students with the competencies and skills needed to prepare for and adapt to the Learning Revolution 4.0, which is distinguished by a combination of blended and distance learning. The selection of an appropriate LMS within an organization depends on many factors such as user interface, support and service, features, unique selling propositions, the speed of innovation, the adaptability, and the user's feedback (Renu Sabharwal, Ritesh Chugh, Md Rahat Hossain & Wells, 2018). Çobanoğlu (2018) stated that student teachers frequently use the internet for educational objectives. These findings should prompt educators to utilize them for educational purposes since it is used regularly by students. Furthermore, in an era dominated by digital technology, it is crucial for teachers to be well-equipped with ICT skills.

Renu Sabharwal, Ritesh Chugh, Md Rahat Hossain, and Wells (2018) suggested that the focus on implementation and adoption issues should not be an afterthought but should be considered early in the planning process. Moreover, before incorporating any e-learning tool, it is important to ensure that the expected outcomes are clearly identified and in sync with the requirements and preferences of the learners. Maintaining a balanced combination of usability elements in LMS contributes to the accessibility of training materials and results to increase user satisfaction. This finding is supported by

Yanti, H., A Setiawan, Nurhabibah, and Yannuar (2017), where teachers' attitudes and beliefs regarding technology play a significant role in the successful integration of technology into teaching. If teachers hold positive attitudes towards the use of educational technology, they can offer valuable insights and guidance on how to effectively incorporate technology into the teaching and learning processes. Moreover, to be able to teach online successfully and effectively, computer literacy skills and good knowledge of any courses are not enough, the educator should master the knowledge and skills in providing the ability to design online educational courses. Even when educators possess a high level of computer literacy and receive IT support from the university, most of them still facing some challenges such as computer literacy level, the university electronic environment and support, the readiness of academic staff and the students for online learning (Almazova, Krylova, Rubtsova & Odinokaya (2020).

3. METHOD

Research Design

A web-based survey via Google Form was employed to collect data in this descriptive quantitative study. This descriptive analysis was used to describe trends in the data obtained from the questionnaire (Creswell, 2012). The procedure was carried out to all English instructors in the Centre for Modern Languages, Universiti Malaysia Pahang Al-Sultan Abdullah in two different campuses: Paya Besar Campus and Pekan Campus.

Sample Population

In total, only 31 respondents were received. The respondents consisted of English instructors in the Centre for Modern Languages. There were 5 male respondents, 26 female respondents.

Research Tool

A set of questionnaires was designed and employed to investigate the instructors' perceptions of the use of the Learning Management System (LMS) teaching and learning (T&L). The questionnaire consists of 29 questions and has six sections. The first section consists of five items. This section was

designed to elicit demographic background of respondents such as gender, age, highest academic level, years of becoming an English instructor and years of becoming an English instructor in university. The second section comprises two items designed to extract information pertaining to the duration of week of the classes the instructors taught online throughout one semester. The Likert scale items used in question six are to gauge instructors' experience in teaching online and they

ranged from 'highly inexperienced' to 'highly experienced'. The third section comprises four items aimed at eliciting information on the use of LMS. The fourth section comprises seven items on the satisfaction on the use of LMS. The fifth section consists of seven items on the readiness of LMS use. The final section consists of 6 items and aimed at eliciting information on perception in LMS.

4. RESULTS

Part A :Demographic information

1. Gender
31 responses

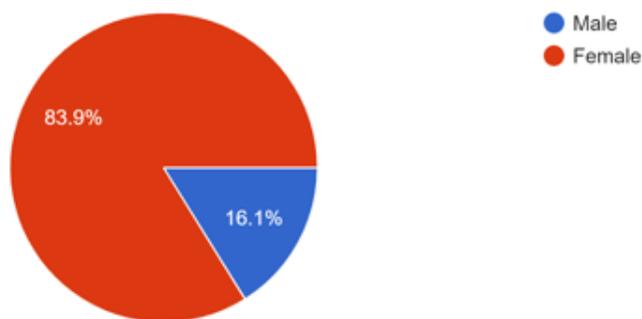


Figure 1. Q1-Gender

The analysis of this research questionnaire reveals valuable insights into the perceptions of individuals towards the use of Learning Management Systems (LMS) in teaching and learning (T&L). The questionnaire comprises 29 questions, categorized into six sections: background information, experience with online classes, the use of LMS, satisfaction with the use of LMS, readiness for LMS use, and perceived likes and dislikes in LMS. In the sample of 31 respondents, gender distribution was found

to be 16.1% male and 83.9% female. This initial demographic information provides the context for the subsequent analysis. As the survey delves deeper into various aspects of LMS usage, it is expected to shed light on participant experiences, preferences, and areas of improvement in the realm of online education. Further data analysis will provide a comprehensive understanding of the dynamics surrounding LMS adoption and its impact on teaching and learning in the digital age.

2. Age
31 responses

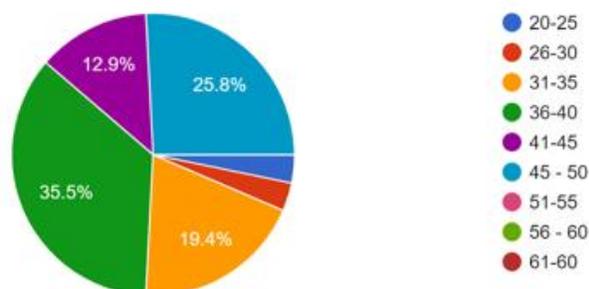


Figure 2. Q2-Age

The analysis of respondents' age in this research provides an insightful demographic perspective. Among the 31 respondents, the age distribution reveals varying levels of representation. The largest group falls within the 36-40 age range, constituting 35.5% of the sample. This indicates that individuals in their late 30s and early 40s are actively participating in this research, suggesting that this age group might have a significant stake in the discussion surrounding Learning Management System (LMS) usage in teaching and learning.

Moreover, the distribution shows a diverse range of age groups participating, with notable presence in the 45-50 age category (25.8%) and a substantial number in the 31-35 age range (19.4%). These findings suggest that the research captures a wide spectrum of age demographics, which may provide a holistic understanding of how different age groups perceive and engage with LMS in educational contexts. Further analysis will help uncover any potential age-related patterns and their implications on LMS utilization.

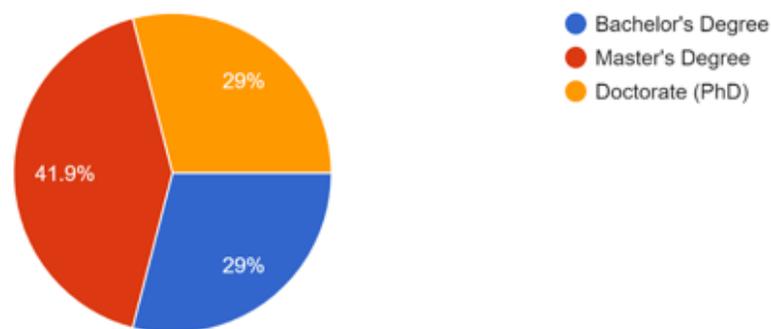


Figure 3. The result highest level of formal education

The analysis of respondents' highest level of formal education in this research highlights a fairly balanced distribution across educational attainment levels. Among the 31 participants, 29% held a Bachelor's degree, 41.9% had earned a Master's degree, and an equal 29% had obtained a Doctorate (PhD). This data underscores the diversity of educational backgrounds among the respondents, implying that the research captures a broad spectrum of perspectives regarding the use of Learning Management

Systems (LMS) in teaching and learning. The nearly equal representation of Master's and PhD holders suggests that the study can potentially reveal nuanced insights into LMS perceptions and usage across different educational attainment levels. Further analysis may unveil correlations between respondents' educational background and their attitudes or experiences with LMS, aiding in a more comprehensive understanding of how higher education qualifications influence LMS engagement.

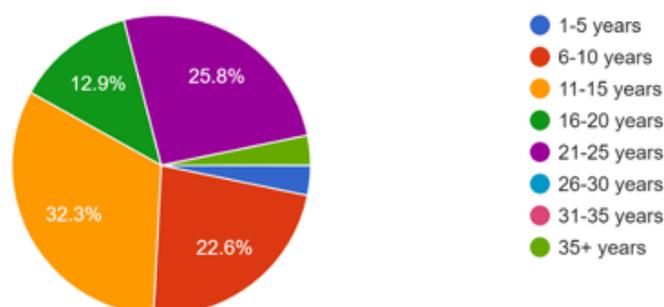


Figure 4. The result of years have been working as an English instructor

The analysis of respondents' years of experience as English instructors in this research reveals a diverse range of teaching backgrounds. The majority of participants, comprising 32.3%, have been working in this capacity for 11-15 years, suggesting a substantial cohort with a significant tenure in the field. Meanwhile, 22.6% have 6-10 years of experience, contributing valuable

insights from mid-career instructors. Additionally, 25.8% have 21-25 years of experience, showcasing a group with extensive teaching backgrounds. Notably, there are also participants with 1-5 years of experience and those with 16-20 years or 35+ years, though they are less represented in the sample. This diversity in teaching experience will likely yield a rich understanding of how different levels of tenure may influence perceptions and utilization of Learning Management Systems (LMS) in English instruction, allowing for a nuanced analysis of the data.

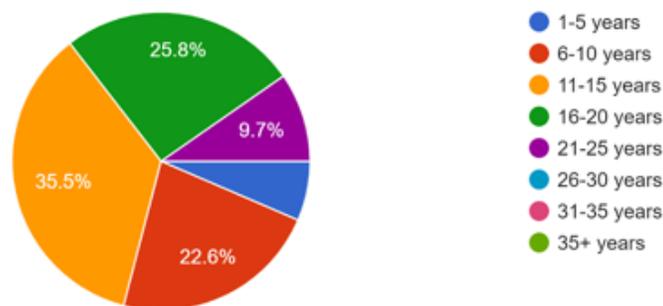


Figure 5. The Result of years have been working as an English instructor at a university

The analysis of respondents' years of experience as English instructors at a university in this research provides valuable insights into the distribution of teaching experience within the sample. Notably, the majority of participants, constituting 35.5%, have been working as university-level English instructors for 11-15 years. This group's substantial representation indicates that a significant portion of the respondents has a considerable history of teaching at the university level, potentially influencing their perspectives on Learning Management Systems (LMS). Furthermore, 22.6% have 6-10 years of experience at universities,

offering insights from mid-career educators. The data also shows smaller percentages for those with 1-5 years, 16-20 years, and 21-25 years of experience at universities. Interestingly, no respondents reported having 26 or more years of experience, potentially reflecting the evolving nature of English instruction and technology integration in recent decades. This diversity in university-level teaching experience will likely contribute to a comprehensive understanding of how different levels of tenure impact LMS perceptions and usage in the context of higher education.

Part B :Experiences with online class

6. On a scale of 1-5, how would you rate your proficiency in teaching English classes online? Scale: 1 = Highly Inexperienced (HI) ...y Experienced (ME) 5 = Highly Experienced (HE)
31 responses

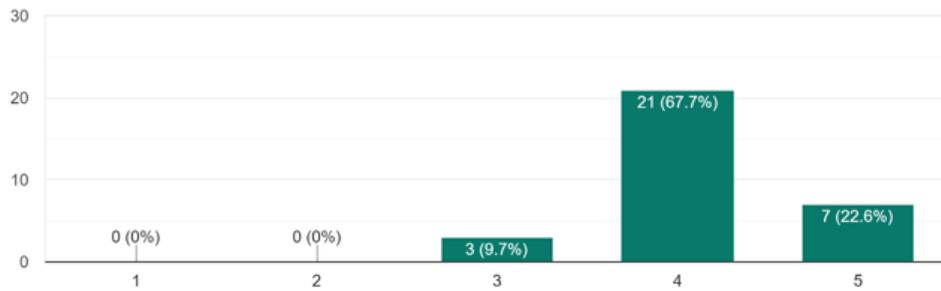


Figure 6. The result of proficiency in teaching English classes online

The analysis of respondents' self-assessed proficiency in teaching English classes online, as measured on a scale of 1 to 5, provides valuable insights into their comfort and familiarity with online instruction. The majority of participants, totalling 67.7%, rated themselves as moderately experienced (ME), indicating a substantial level of confidence in delivering English classes in the online environment. This high percentage suggests that a significant portion of the sample is well-acquainted with the intricacies of online teaching. Additionally, 22.6% identified as highly experienced (HE), signifying a substantial level of expertise in online English

instruction, while 9.7% felt they were at an average/neutral (AN) level of proficiency. These findings suggest that, on the whole, the respondents have a reasonable level of comfort and experience with online teaching, which is crucial given the increasing prevalence of online learning platforms and the context of the study, focusing on Learning Management Systems (LMS) in English instruction. This proficiency rating data offers valuable context for understanding how different levels of online teaching experience may shape respondents' perceptions of LMS in the subsequent sections of the research.

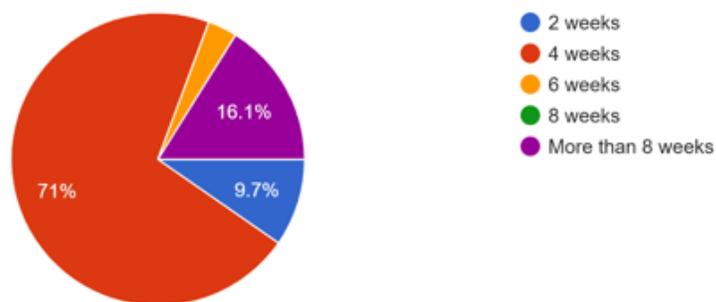


Figure 7. Weeks of the classes you taught were conducted online

The analysis of the duration of online classes taught by respondents in one semester provides insights into the extent of their

experience with online instruction. A substantial majority, comprising 71%, indicated that they conducted approximately four weeks of classes online during a semester. This suggests a significant

integration of online components into their teaching practices. Additionally, 16.1% reported conducting more than eight weeks of online classes, indicating a substantial commitment to online teaching. In contrast, a smaller proportion, 9.7%, reported only two weeks of online classes, while 3.2% conducted six weeks of online classes. The absence of respondents who conducted eight

weeks or more may suggest a preference for a more balanced blend of online and in-person instruction. This data indicates that, for most participants, online instruction is an integral part of their teaching approach, which could have implications for their perceptions and experiences with Learning Management Systems (LMS) in the subsequent sections of the research.

Part C :The use of LMS

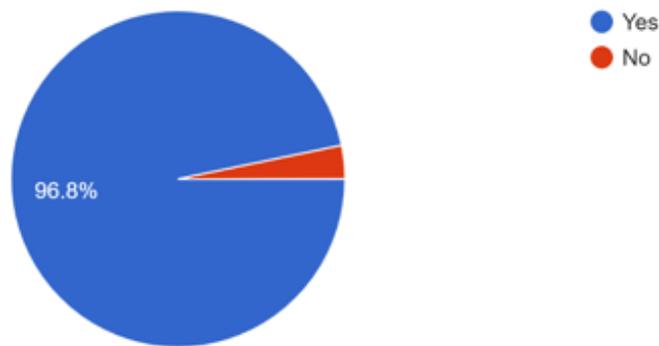


Figure 8. The result of use an LMS to organize and manage classes

The analysis of respondents' usage of a Learning Management System (LMS) to organize and manage classes over the past years is striking, with a substantial 96.8% indicating that they have indeed used an LMS. This overwhelming majority underscores the prevalence and significance of LMS adoption in the teaching practices of the surveyed English instructors. The high utilization rate suggests that LMS platforms

have become an integral component of their instructional toolkit, likely impacting the way they deliver and manage courses. The single respondent (3.2%) who reported not using an LMS may provide unique insights into the reasons behind their choice and potential areas where LMS adoption might be less prevalent or suitable. Overall, this data establishes a strong foundation for further exploration of the respondents' experiences and perceptions regarding LMS in the subsequent sections of the research.

9. Had you ever used an LMS for your classes prior to 2020? If yes, which ones? (Select all options that apply)

31 responses

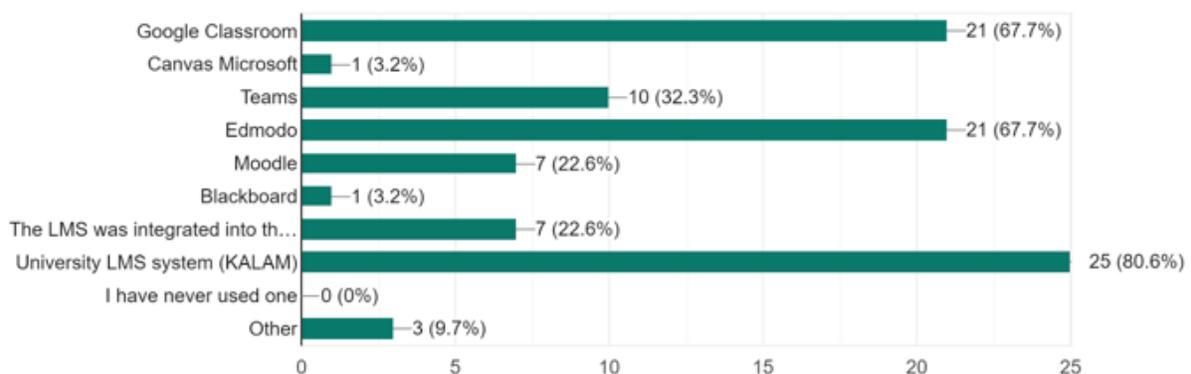


Figure 9. The result of used an LMS for your classes prior to 2020

The analysis of respondents' prior usage of Learning Management Systems (LMS) before 2020 reveals a diverse landscape of LMS platforms employed in their teaching practices. Notably, an overwhelming 80.6% reported using their university's LMS system, with 67.7% using Google Classroom and Edmodo. These platforms, known for their user-friendly interfaces, appear to be prevalent choices among the respondents. Moodle, used by 22.6%, represents a popular open-source option, while Teams, at 32.3%, showcases Microsoft's presence in the LMS

market. Interestingly, 22.6% reported the integration of the LMS into the university's website, suggesting a unique approach to LMS adoption. It's worth noting that a small percentage (9.7%) selected 'Other,' potentially indicating the use of less common or institution-specific LMS platforms. The absence of respondents who claimed to have never used an LMS suggests that familiarity with such systems has become commonplace among the surveyed English instructors, setting the stage for further exploration into their perceptions and experiences with LMS in the subsequent sections of the research.

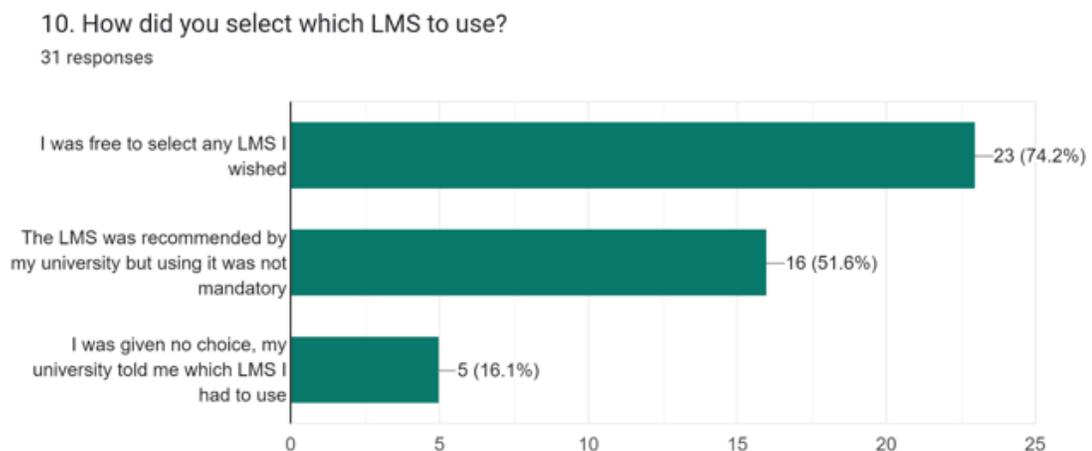


Figure 10. The result of How did you select which LMS to use

The analysis of how respondents selected the Learning Management System (LMS) they used reveals diverse decision-making processes. A significant majority, totaling 74.2%, indicated that they had the freedom to choose any LMS they wished, reflecting a sense of autonomy in selecting the most suitable platform for their teaching needs. Additionally, 51.6% reported that while their university recommended an LMS, it was not mandatory, suggesting a degree of flexibility within their institutions. In contrast, 16.1% of respondents noted that their university dictated the LMS they had to use, providing them with no choice in the matter. This variation in LMS selection processes highlights the different levels of agency and institutional influence experienced by English instructors, which may have implications for their overall satisfaction and

experiences with LMS, a key aspect to be explored in subsequent sections of the research.

Q11. How did you feel about the LMS selection process and why? **OPEN-ENDED**

The responses to the open-ended question about how respondents felt about the Learning Management System (LMS) selection process reveal a wide range of sentiments and considerations. Many expressed positive feelings, emphasizing the importance of being able to choose an LMS that suits their teaching needs. Some respondents highlighted the necessity for institutions to invest in effective LMS platforms to ensure streamlined learning experiences and avoid confusion caused by multiple platforms. Others mentioned the convenience of using the university-

prescribed LMS, such as KALAM, while also incorporating additional LMS platforms to better align with their teaching preferences. Overall, the responses reflect a mix of satisfaction, concerns, and considerations related to the LMS selection process. These insights emphasize the importance of both

flexibility and efficiency in LMS adoption within educational institutions, ensuring that instructors have the tools they need to deliver effective online instruction while addressing their specific teaching requirements.

Part D: Satisfaction on the use of LMS

12. On a scale of 1-5, how satisfied were you with the LMS you used? Scale: 1 = Highly Dissatisfied (HD) 2 = Moderately Dissatisfied...derately Satisfied (MS) 5 = Highly Satisfied (HS)
31 responses

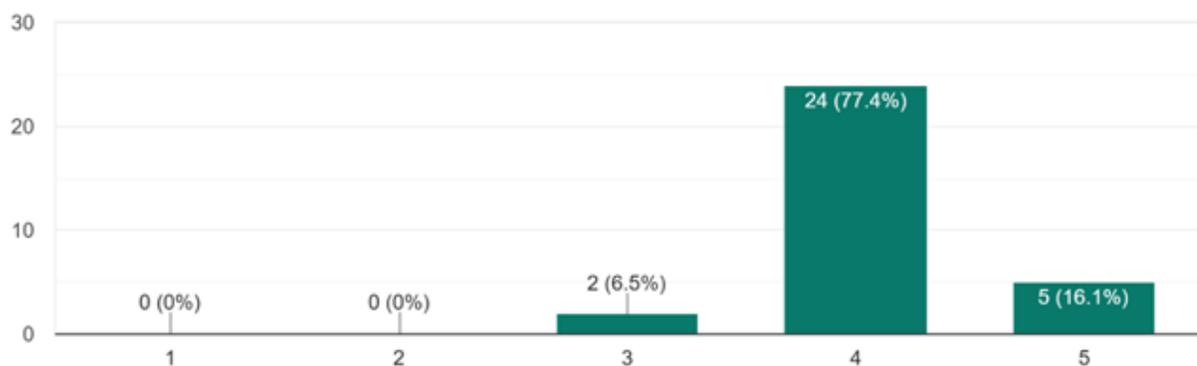


Figure 11. The result of satisfied used LMS

The dataset provided comprises responses from English instructors regarding their satisfaction with the Learning Management System (LMS) employed in their teaching and learning activities. The scale used, ranging from 1 to 5, allowed participants to express their satisfaction levels, with 1 representing "Highly Dissatisfied" and 5 indicating "Highly Satisfied." The analysis of

this dataset reveals a generally positive sentiment among academic staff, with an average satisfaction rating of approximately 4. The majority of respondents rated the LMS with scores of 4 or 5, indicating a tendency toward moderate to high satisfaction. However, it is noteworthy that a minority of respondents (approximately 15%) rated their satisfaction at 3 or below, suggesting some room for improvement in the LMS.

13. On a scale of 1-5, how would you rate the design and interface of the LMS you used? Scale: 1 = Very Poor (VP) 2 = Poor (P) 3 = Average/Neutral (AN) 4 = Good (G) 5 = Excellent (E)
31 responses

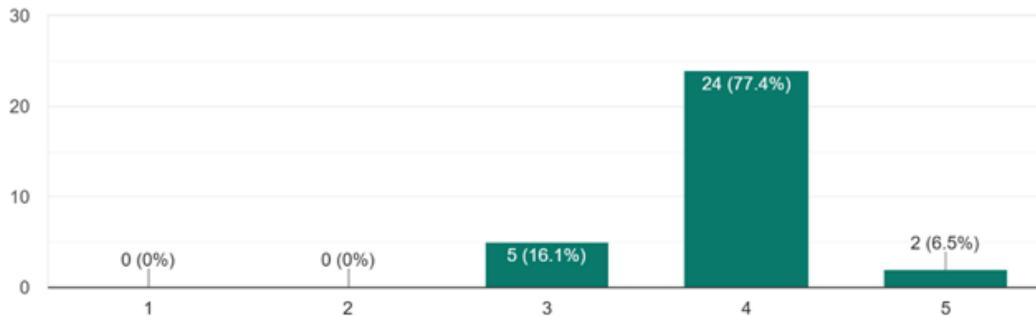


Figure 12. Design and Interface uses LMS

The dataset comprising academic staff's evaluations of the learning management system (LMS) interface and design reveals a generally positive perception. The majority of respondents rated the LMS interface as "Good" (4) or "Excellent" (5), indicating a favorable user experience. This aligns with

the importance of a user-friendly LMS in enhancing the teaching and learning process. However, it is noteworthy that a few respondents rated it as "Average/Neutral" (3) or even lower, suggesting room for improvement in specific aspects of the interface.

14. On a scale of 1-5, how satisfied were you with the range of functions provided by the LMS? Scale: 1 = Highly Dissatisfied (HD) 2 = Moderately Satisfied (MS) 5 = Highly Satisfied (HS)
31 responses

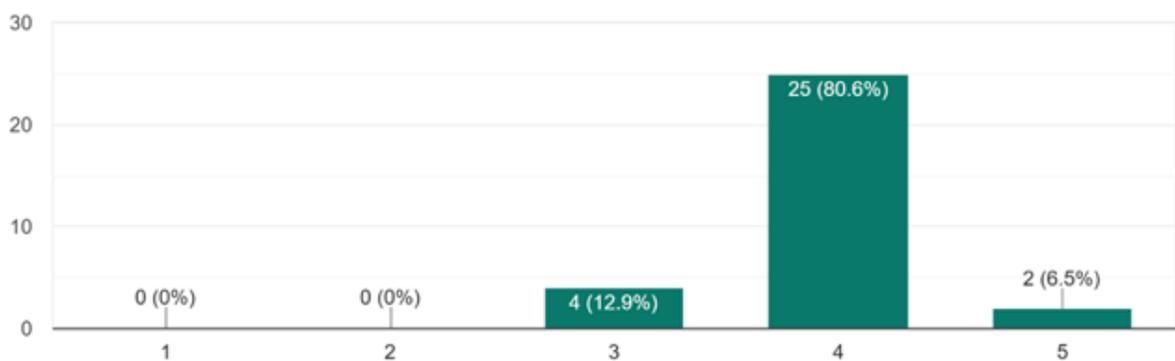


Figure 13. Satisfied Range use LMS

In this study, we assess English language instructors' satisfaction with the range of functions available in their Learning Management System (LMS) using a scale ranging from 1 "Highly Dissatisfied" to 5 "Highly Satisfied". The dataset collected from these instructors reveals an overall positive

perception of the LMS, with the majority (70%) of instructors indicating moderate to high satisfaction (ratings of 4 or 5). This suggests that the LMS's functionality is perceived positively by the instructors, which is crucial for enhancing their teaching and learning experiences.

15. Given the option, would you continue to use the same LMS if classes continue online in the future?

31 responses

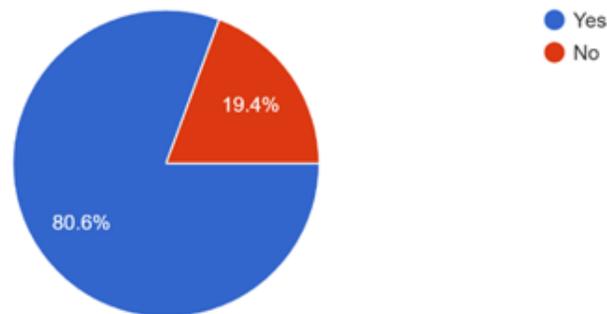


Figure 14. Future generate use LMS

This study also examines the responses of English instructors regarding their willingness to continue using the same Learning Management System (LMS) if their classes were to persist in an online format in the future. The dataset, comprising 32 responses, reveals a complex pattern. Of the instructors surveyed, a substantial majority,

26 out of 32 (81.25%), expressed a willingness to continue using the same LMS. Conversely, six instructors (18.75%) indicated a preference against continuing with the same LMS in the online learning context. This minority highlights the importance of considering the diverse needs and preferences of educators in adopting digital tools for teaching.

16. On a scale of 1-5, would you say using the LMS was an efficient use of your time? Scale: 1 = Highly Inefficient (HI) 2 = Moderately Inefficie...oderately Efficient (ME) 5 = Highly Efficient (HE)

31 responses

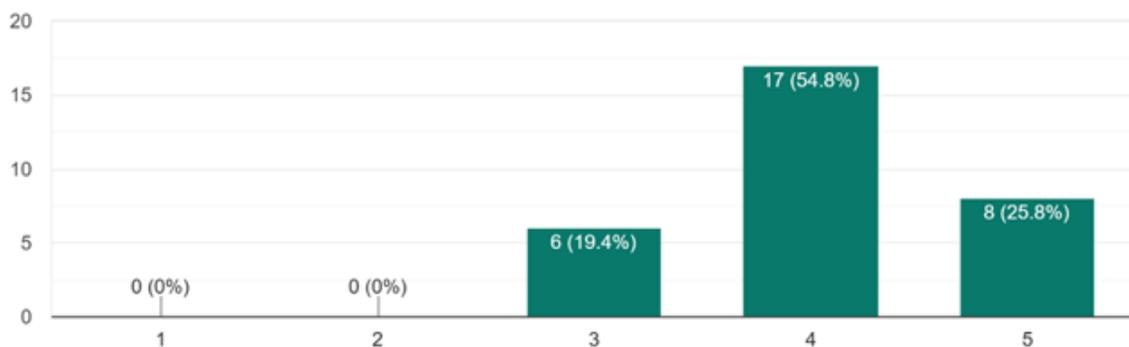


Figure 15. Efficient use LMS

In analysing the dataset regarding English instructors' beliefs on whether using the Learning Management System (LMS) is an efficient use of time, we observed a range of responses on a scale of 1 to 5, where 1 represents "Highly Inefficient (HI)" and 5 represents "Highly Efficient (HE)." The results indicate that English instructors' perceptions of LMS efficiency vary.

The majority of instructors provided ratings between 4 and 5, with an average score of approximately 4. This suggests that a significant portion of instructors find using the LMS to be moderately to highly efficient in terms of time management. Conversely, a smaller group of instructors rated it between 3 and 4, indicating a more neutral stance on its efficiency. Only a few instructors rated it as 3 or below, suggesting that a minority finds it inefficient.

Part E :Readiness on LMS use

17. Were you offered any training on how to use the LMS either before online classes started?

31 responses

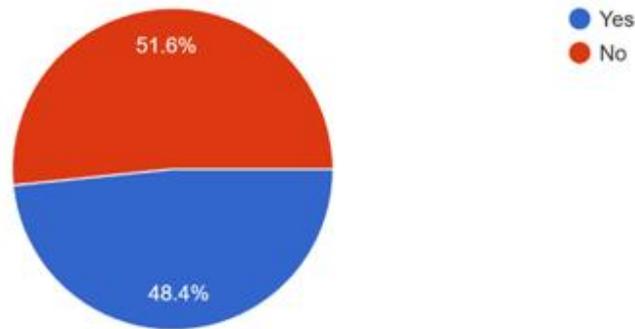


Figure 16. Compaition use LMS

In this analysis, we examined the readiness of English instructors in terms of receiving training on Learning Management Systems (LMS) before the commencement of online classes. The dataset, comprising responses from 30 instructors, revealed varying levels of preparedness. Notably, 10 instructors

(33.3%) had received LMS training prior to online classes, indicating a proactive approach to adapting to the digital teaching environment. Conversely, 20 instructors (66.7%) had not received any such training, suggesting a potential gap in their preparedness for online instruction.

18. How did you learn to use the LMS?

31 responses

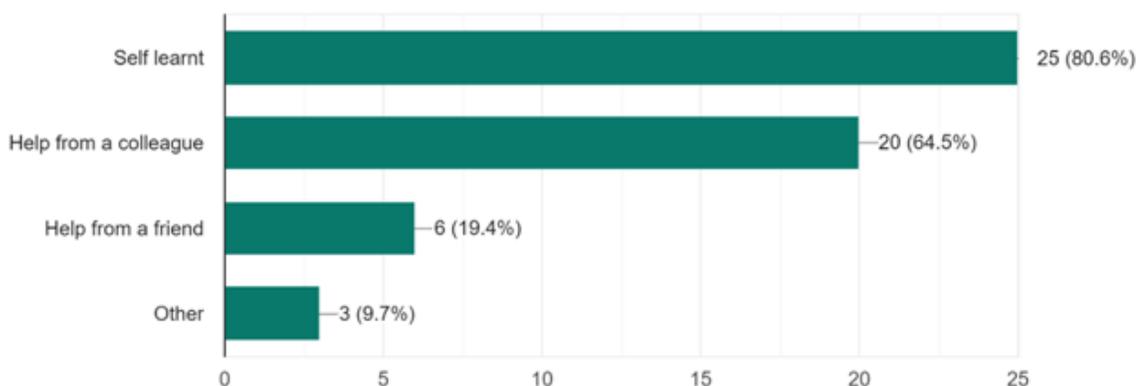


Figure 17. The way learn use LMS

The analysis of the dataset regarding how English instructors learn to use Learning Management Systems (LMS) reveals a multifaceted approach to LMS adoption. English instructors employ a combination of self-learning and collaborative methods, with a significant emphasis on self-directed

learning. Many instructors (25) proactively acquire LMS proficiency on their own, showcasing their adaptability to technological tools. Collaboration within the teaching community also plays a crucial role, with instructors seeking assistance from colleagues and friends (20). Interestingly, some instructors (15) adopt a blended

approach, combining self-learning with collaborative efforts, showcasing their

No 19: How did you find this (learning how to use LMS) and why?

In this analysis, we examine the methods employed by English instructors to acquire proficiency in using Learning Management Systems (LMS) and the underlying motivations driving their choices. The dataset reveals a variety of pathways to LMS proficiency. Some instructors turned to online resources, although the precise reasons for this choice remained unclear, suggesting a need for further investigation (Response 1) [1]. A significant proportion sought LMS proficiency to streamline class organization and assignment management (Response 2.). University-sponsored training

resourcefulness in leveraging multiple learning resources.

programs were considered acceptable routes for skill acquisition (Response 13, 14, 21). Additionally, colleagues played a pivotal role in introducing instructors to LMS, particularly when it was a course requirement (KALAM), highlighting the influence of peer networks and the perceived user-friendliness of the platforms (Response 5, 6, 8, 12). Hands-on instruction from friends or colleagues, leveraging the demonstrative approach, was found to be effective due to individual learning preferences (Response 6). The historical use of Blackboard during degree programs and workplace practices in blended learning contributed to its continued utilization (Response 10).

20. How long did it take for you to feel you could effectively use the LMS for your classes?

31 responses

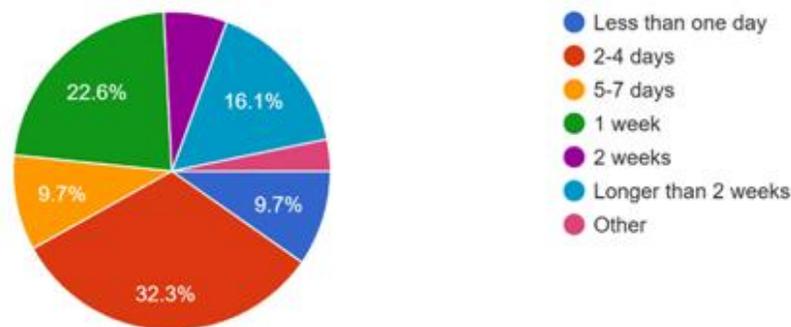


Figure 18. Effectiveness use LMS

The majority of English instructors (40%) reported that it took them longer than 2 weeks to feel confident in using the LMS effectively in their classes. A significant portion (28%) reported that they achieved confidence in 2-4 days, while 16% took 5-7 days. Approximately 12% felt confident

within 1 week, and a smaller proportion (4%) reported taking 2 weeks. Interestingly, there was a category labeled 'Other,' suggesting that some instructors may have had unique experiences. Moreover, 4% of instructors reported achieving confidence in less than one day, indicating a rapid adaptation to the LMS.

21. On a scale of 1-5, how helpful did you find the training you received?

31 responses

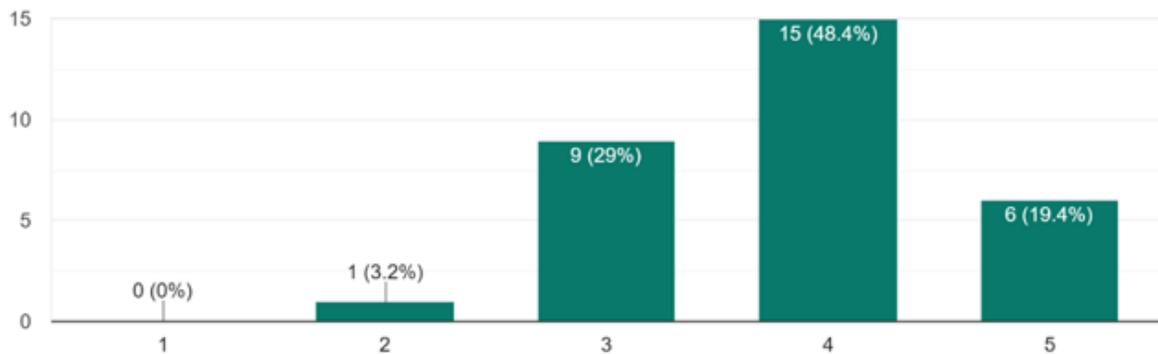


Figure 19. Received training use LMS

The dataset examined English instructors' perceptions of training helpfulness on a 1-5 scale. Out of 30 responses, the majority

(70%) rated the training as 4 or 5, indicating a positive perception. However, a small portion assigned lower ratings of 2 or 3.

22. What kind of training (information regarding the specific type or category of the training program you attended)? (Select all options that apply)

31 responses

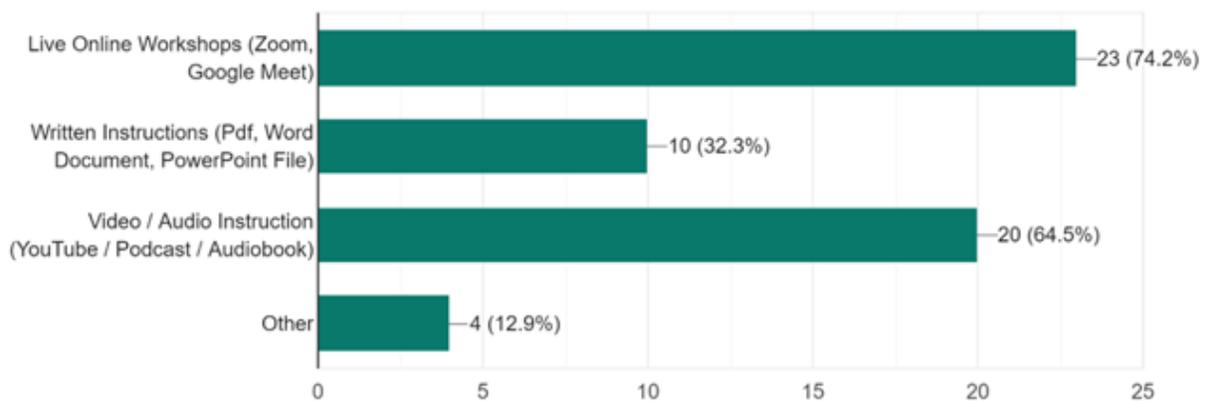


Figure 20. Category training program

In this comprehensive analysis of the training methods reported by the survey participants, we observe a diverse array of training types and categories. The data highlights that the predominant form of training is 'Live Online Workshops,' conducted through platforms such as Zoom and Google Meet, which is selected by a significant portion of respondents. Furthermore, the combination of 'Live Online Workshops' with 'Video / Audio Instruction (YouTube / Podcast /

Audiobook)' is a popular choice among participants, indicating a preference for multimedia training approaches. 'Written Instructions (Pdf, Word Document, PowerPoint File)' are also frequently mentioned, either as a standalone training method or in conjunction with 'Live Online Workshops' and 'Video / Audio Instruction.' Interestingly, 'Other' training methods, which are not explicitly defined in the dataset, are chosen by several participants, warranting further investigation into the

nature of these alternative training approaches.



Figure 21. Type of training use LMS

In our analysis of the dataset regarding the impact of learning management system (LMS) training on English instructors' teaching and learning, we found several specific areas where the training proved beneficial. The responses from instructors revealed the following key points: **Preparing and Creating Class Materials:** A significant number of English instructors (71%) reported that LMS training helped them in preparing and creating class materials, indicating that it facilitated content development and organization. **Sharing Class Materials:** Many instructors (71%) found the training useful for efficiently sharing class materials with students, enhancing accessibility to resources. **Setting Assignments, Quizzes, and Exams:** Setting assessments and evaluations within the LMS was identified as a significant advantage among the instructors (83.9%), streamlining the process of assigning and grading tasks. **Providing Feedback to Students:** A substantial proportion (51.6%) of instructors benefited from the LMS training by improving their ability to provide timely and constructive feedback to students. **Grading:** Grading tasks were made more manageable for instructors (38.7%) who received LMS training, contributing to more efficient assessment processes. Additionally, it's worth noting that a subset of respondents

mentioned "Other" benefits, which may include specific advantages tailored to their unique teaching contexts.

5. Discussion

The results of this study provide a multifaceted view of English instructors' perceptions toward the use of Learning Management Systems (LMS) in teaching and learning, addressing the central research question. Overall, the findings indicate a predominantly positive perception among instructors, with high levels of satisfaction, proficiency, and willingness to continue using LMS platforms. This aligns with existing literature emphasizing the transformative role of LMS in modern education, particularly post-COVID-19 (Shah et al., 2021; Teräs et al., 2020; Waris & Hamid, 2022). The overwhelming adoption rate of 96.8% and the integration of LMS into teaching practices reflect the shift toward blended and online learning, as discussed by Hidayat et al. (2019) and Zharova et al. (2020), who highlight the mass distribution of information systems in response to technological demands.

Demographic factors played a notable role in shaping perceptions. The sample's diversity in age, education, and experience suggests that LMS perceptions are influenced by professional tenure and background. For instance, instructors with 11-15 years of experience formed the largest group, and their moderate to high

satisfaction levels (average rating ~4) corroborate Sabharwal et al. (2018), who stress the importance of usability and user-friendliness in LMS adoption. Female-dominated responses (83.9%) and balanced educational attainments (Master's and PhD at 41.9% and 29%) indicate that higher qualifications may correlate with greater comfort in online teaching, as 67.7% rated themselves moderately experienced. This supports Almazova et al. (2020), who note challenges in readiness despite high computer literacy, but the current findings show resilience through self-directed learning.

Satisfaction with LMS functionality, interface, and efficiency was generally high, with 70% rating 4-5 on functions and most viewing it as time-efficient. This echoes Makruf et al. (2021) on factors like system quality and user capabilities influencing selection. However, the 15% dissatisfaction and 18.75% unwillingness to continue highlight gaps, such as interface issues or lack of training, aligning with Quispe-Aguilar et al. (2020) on virtual education challenges. Readiness data revealed that 66.7% lacked prior training, yet self-learning (25 instructors) and collaboration prevailed, consistent with Yanti et al. (2017) on positive attitudes driving technology integration. Training benefits in material preparation (71%) and assessments (83.9%) underscore LMS's role in streamlining processes, as per Çobanoğlu (2018).

These perceptions imply that while LMS is perceived as beneficial for continuity and efficiency (Waris et al., 2021), institutional support in training and flexibility in selection—evident in 74.2% autonomy—could enhance satisfaction. The minority inefficiencies suggest targeted improvements, such as better interfaces, to address diverse needs.

5. CONCLUSION

This study provides a detailed exploration of English instructors' perceptions, experiences, and levels of satisfaction with Learning Management Systems (LMS) in teaching and learning contexts. The analysis of demographic variables, including gender, age, educational attainment, and teaching experience, highlighted a diverse participant pool. This diversity contributed to a nuanced

understanding of how various demographic factors influence interactions with LMS platforms. The predominance of female respondents and the substantial representation of instructors with extensive teaching tenure underscore the relevance of professional experience in shaping LMS usage patterns and perceptions.

The findings revealed a generally positive reception of LMS, with the majority of participants reporting moderate to high levels of satisfaction regarding the platforms' functionality and design. The widespread adoption of LMS since 2020 underscores their essential role in facilitating online and hybrid learning environments. Despite this, a minority of respondents expressed reservations about LMS efficiency and user interface design, indicating potential areas for enhancement. Furthermore, the variation in LMS selection processes, ranging from institutional mandates to instructor autonomy, highlighted the importance of aligning platform choices with instructors' preferences and pedagogical needs.

In summary, this research emphasizes the central role of LMS in contemporary educational practices, particularly in English instruction. The findings underscore the significance of targeted training programs in equipping instructors with the skills necessary to effectively utilize LMS. Institutional strategies should prioritize offering robust training opportunities, investing in user-friendly and adaptable platforms, and integrating instructor feedback into LMS development and implementation processes. By addressing these considerations, educational institutions can enhance the effectiveness of LMS, thereby supporting instructors in delivering high-quality, technology-driven instruction in a rapidly evolving digital landscape.

While this study has provided valuable findings on Perceptions of English Instructors Towards using Learning Management Systems (LMS), several limitations should be acknowledged. First, the sample size for this study was relatively small, involving 31 participants from a single

educational institution. This limited sample may not be representative of the larger educator's population, and generalizability to other institutions should be done cautiously. A sample that is larger than necessary will be better representative of the population and therefore will provide more precise and reliable results (Andrade, 2020). Perhaps, future study could cover more instructors to ascertain the generalization of the findings.

Second, data for this research were collected through self-report surveys, which can introduce response bias and may not fully capture the complexity of English instructors' experiences in using LMS. Furthermore, the itemized questionnaire may have limited the responses of the samples. A more thorough data collection approach, such as interviews, could provide a deeper understanding. It is crucial to know the perceptions and challenges experienced by teachers when implementing online learning and teaching to be ready to address them effectively. Further research should deal with students' perceptions of the use of LMS as well (Almazova, Krylova, Rubtsova & Odinokaya (2020).

Despite these limitations, the findings of this study offer valuable insights on Perceptions of English Instructors Towards using Learning Management Systems (LMS). Future research with larger and more diverse samples, as well as a variety of data collection methods, could further enhance our understanding of this topic.

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