The Use of Learning Management System
in Higher Education

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Abstract

This study investigates the competence, perceived usefulness, and utilization of Learning Management System (LMS) features among full-time faculty members at the University of Saint Louis, Philippines. Employing a quantitative approach with descriptive and correlational methods, the research aims to discern the relationship between teachers' competence and the degree of usefulness and utilization of LMS features. The study reveals that teachers exhibit high competence across general LMS features, online instructional competence, and online assessment. Notably, the faculty demonstrates proficiency in utilizing features like creating classes, organizing content, and incorporating multimedia resources. Regarding perceived usefulness, teachers highly value LMS features for flexible learning, particularly emphasizing the significance of class organization, content formatting, and assessment tools. The findings align with prior research, emphasizing the pivotal role of LMS, especially during the COVID-19 pandemic. The utilization patterns indicate consistent use of LMS general features, with increased reliance on e-class and assessment functionalities. This correlates with the global trend during the pandemic, where educators leaned heavily on these features to facilitate the transition to virtual classrooms.

Keywords: learning management system, teacher's competence, usability, utilization, higher education, flexible learning

1. Introduction

The COVID-19 pandemic has a global impact because it affects almost all countries in all industries and aspects. Education is one of the areas that have been severely impacted by the pandemic. Face-to-face classes need to be suspended in order to prevent the virus from spreading. However, considering the importance of education in society, schooling should not come to an end. Flexible learning modalities are introduced by schools and universities to meet the needs of students (Abisado et al., 2020; Algahtani et al., 2020; Gyimah, 2020). Online learning is one of the most popular modalities used by colleges and universities. The delivery of instruction through technology and electronic media, such as the internet, satellite broadcast, audio/videotape, and interactive television, is known as online learning (Dhawan, 2020). It's also known as a new approach to education in which students learn on their own using innovative technology like learning management systems that are mediated asynchronously or synchronously over the internet (Adnan & Anwar, 2020). Furthermore, online learning can be defined as a platform for making the teaching–learning process more student-centred, creative, and adaptable (Romero-Ivanova, Shaughnessy, Otto, Taylor & Watson, 2020). Learning experiences in synchronous or asynchronous settings utilizing multiple devices with internet connectivity, such as cell phones, laptops,

etc., are referred to as online learning. Students can learn and communicate with teachers and other students from anywhere in these environments (Yustina et al., 2020). Schools should have a good learning management system in place before implementing online learning. E-learning platforms, also known as Learning Management Systems (LMSs) in the educational sense, are internet-based software that allows instructors to handle materials delivery, assignments, correspondence, and other aspects of their courses' instructions. A learning management system (LMS) is software that is specifically designed to develop, distribute, and manage educational content delivery (Fadil & Khaldi, 2020). The LMS can be installed as a stand-alone application on the company's server or as a cloud-based platform hosted by the software company (Kizi, 2021). The LMS' main purpose is to host and monitor online learning. LMS seeks to make training available for integrated and online learners by providing a virtual hub where learners can access training tools (Epp et al., 2020). It also serves as a central place for training within an institution or organization. They also make learning more efficient, coordinated, and cost-effective. Teachers can use an LMS to manage content, track and measure student progress, store learner data, and communicate with and among users (Sk et al., 2020). LMSs have become an important part of most universities' educational systems, and interest in hybrid methods that incorporate in-class and online activities are growing. A learning management system (LMS) isn't meant to take the place of traditional classrooms; rather, it's designed to complement traditional lectures with course content that can be accessed through campus or the Internet.

The University of Saint Louis (USL), a CICM Higher Education Institution in Northern Philippines, had already introduced blended learning through the Learning Management System prior to the COVID-19 pandemic. Students can use the USL-LMS to access assignments, take tests, interact with peers, and connect with professors, among other things. In higher education, the LMS serves as a central repository for all course materials, allowing professors and faculty to get a holistic picture of learning in departments, classes, and by individual students, among other things (Henirich, 2020). It is important to remember, however, that in order to fully use the learning management system; teachers must possess and develop the necessary skills and competencies. This will allow them to fully optimize the system's use and make online learning more successful. Adopting this new educational strategy will also necessitate a significant time commitment. While one of the main objectives of ICT in education is to speed up the process, several scholars point out that maintaining an e-course requires a lot of time from instructors (Grabinski et al., 2020; Havryliuk et al., 2020; Raqmani, 2020). Another critical concern is the efficacy of learning management systems, which can be assessed using a number of criteria, including the degree to which stakeholders use LMS and their usefulness with it (Naveed et al., 2020). The current situation, on the other hand, is very different from conventional distance learning systems, in which all higher education institutions across the country are required to adopt distance learning methodologies despite limited resources and funds. However, studies and literatures on LMS evaluation during the COVID-19 pandemic is limited (Almaiah et al., 2020; Basilaia & Kvavadze, 2020; Pal & Vanijja, 2020). Hence, it is necessary to evaluate the competence, utilization and usefulness of LMS among teachers. As a result, this research is being carried out.

2.   Literature Review & Research Objectives

2.1.   The Use of Learning Management System among Schools and Universities

Nowadays, online learning appears to be more formal and group-oriented. Instructors may publish their materials on the internet and connect with their students via email. A learning management system is a promising tool for converting face-to-face courses to online instruction among newly established Web 2.0 applications. Learning Management Systems (LMSs), also known as Virtual Learning Environments (VLEs) or Course Management Systems (CMSs), are one of the solutions available in e-learning environments for both students and instructors. A learning management system (LMS) is a web-based technology that aids in the preparation, delivery, and assessment of a particular learning process. A learning management system (LMS) is a comprehensive software package that enables the distribution and management of content and services to both students and employees. This includes software applications and features that make it simple to access and manage learning material. It also assists teachers in providing instructional resources to their students and maintains student registration

(Stockless, 2018; Limongelli, et al, 2016). Teaching and learning by learning management systems (LMS) seems to have been designed mostly for distance education, which is understandable given that online studies are the only way for teachers and students to gain information if they are located far from the learning environment. Their use, however, may be expanded to enable both face-to-face and blended delivery. The need for using technology is growing in situations where the number of communication hours is decreasing and there is a need to improve students' learning skills. It helps students to process knowledge at their own speed, and for teachers, it can be a useful tool for providing an individualized approach and improving overall teaching practices (Emelyanova & Voronina, 2014; Blau & Hameirie, 2010). In addition, learning management system (LMS) is a piece of software that helps with the development, distribution, assessment, and administration of in-person courses, as well as blended and distance learning. A learning management system (LMS) is a Web-based program that can be accessed through a Web browser over an Internet connection (Stockless, 2018).

A Learning Management System (LMS) is a software package that allows teachers and students to control and distribute learning material and services. The majority of LMS systems rely on a web-based interface to provide access to learning material and administration at any time and from any place. The majority of LMS applications allow student registration, delivery and monitoring of e-learning courses and content, and testing, as well as the management of instructor-led training classes. Learner self-service, self-enrollment, and access to courses are also possible with the LMS (Lochner et al., 2015; Han & Shin, 2016; Chen, 2014). Open Source LMS and proprietary LMS are the two types of LMS that can be found in general (Wichadee, 2015). The main goals of online Learning Management Systems (LMS) in organizations are to make learning program administration easier and to improve communication among coworkers. An effective learning management system (LMS) aids in the targeting, delivery, tracking, analysis, and reporting of learning conditions within an educational institution (Raman & Don, 2013).

2.2.   Teacher's Competence, Utilization, and Usefulness of the Learning Management System

Educators have long sought to integrate cutting-edge technology into teaching and learning. Various print, audio, video, and computer technology have all been introduced into education and training over the years. Tools become more seamless and instructional methods change with each wave of technical advancement. Learning Management System (LMS) technology became widely accessible as the Internet increased in popularity, allowing faculty with little technological experience to provide instruction to students remotely (Wihastyanang et al., 2014; Mantra, 2017).

Previous researches have focused on the motivations and perceptions of teachers when they implement a learning management framework, as well as their overall satisfaction with the resources available, with an emphasis on faculty attitudes and observations (Kristiawan, 2014; Nelyubina et al., 2016; Conde et al., 2014). Faculty perceptions have ranged widely from one institution to the next, owing to differences in facilitating and impeding factors. Nonetheless, research into the trends of faculty adoption of the LMS and the extent to which available capabilities meet instructional needs has been beneficial (Ramadhani et al., 2019). The study of Rhode et al. (2017) revealed that faculty members of some Higher Education Institutions in United States are increasingly utilizing the use of learning management system. In addition, most of the tools that they are using in their LMS were as follows: announcements, items, grades, folders, files, assignments, web links, plagiarism detection, discussion boards and tests.

Many studies have shown that using a Learning Management System in university teaching as a modern electronic system with several programs that boost university teachers' productivity and help them cope with the course and sources of self-learning, as well as manage student discussion, is efficient (Shin & Kang, 2015; Coates et al., 2005). In addition, the study of Asiri (2012) showed that the competence of faculty members towards the use of the Learning Management System in teaching were positive. The reason for this can be attributed to a number of reasons. The most important of these are: the awareness of faculty members of the usefulness of electronic programs and their added value in teaching, and the transfer of knowledge through the educational technology that has invaded the world of knowledge especially university teaching. The use of the Learning Management System in teaching contributes to clarifying the content of scientific material by providing students with a greater opportunity to prepare the content to be downloaded for presentations, references and related videos.

Hence, the effectiveness and success of online learning are measured by the talents and abilities of those who participate. It is believed that the effectiveness of e-learning depends not so much on information technology but on how the instructor makes use of the information technology. IT competency, teaching style, attitude, and mentality are all essential teacher characteristics that influence e-learning performance. These can be demonstrated by using and facilitating feedback and two-way contact with students, as well as effectively managing an LMS-based course (Bochkareva et al., 2020; Cheng et al., 2017).

2.3.   Research Objectives

This study was conducted to assess the to determine the level of competence of teachers on the use of LMS features and functionalities, degree of usefulness, and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities. At the same time, it also aimed to determine significant relationship between the level of competence of teachers on the use of LMS features and functionalities and the degree of usefulness and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities.

3.   Research Method

This study utilized a quantitative type of research employing descriptive and correlational methods of research. The descriptive method was used to determine the level of competence of teachers on the use of LMS features and functionalities, degree of usefulness, and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities. Furthermore, correlational method was used to determine significant relationship between the level of competence of teachers on the use of LMS features and functionalities and the degree of usefulness and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities.

The respondents of the study were the full-time faculty members of the University of Saint Louis, Philippines who were selected through the use of stratified random sampling.

Table 1. Distribution of the Respondents of the Study

Department	Population	Sample	Percentage
Elementary	25	21	12.10
Junior High School	64	28	16.10
Senior High School	55	38	21.80
School of Accountancy, Business and Hospitality	21	15	8.60
School of Education, Arts and Sciences	39	24	13.80
School of Engineering, Architecture and Information Technology Education	37	24	13.80
School of Health and Allied Sciences	17	13	7.50
School of Graduate Studies and Continuing Professional Development	34	11	6.30
TOTAL	**292**	**174**	**100.00**

3.1.   Research Instruments

This study utilized an online questionnaire with four parts. The first part of the questionnaire consists of items eliciting the profile of the respondents such as gender, age, number of years in teaching, number of subject preparations last semester, highest educational attainment, number of trainings attended related to e-learning, department, employment status, number of subject preparations, types of gadgets used in online teaching, and number of years in using LMS in teaching.

Meanwhile, the second part of the questionnaire consists of items assessing the level of competence of teachers on the use of LMS features and functionalities. The questionnaire consists of 32 items divided into three major dimensions: General LMS Competencies (7 items), Online Instructional Competencies (13 items) and Online Assessment Competencies (12 items). Respondents answered the tool on a 5-point Likert scale which is as follows:

Scale		Qualitative Description
5	-	Strongly Agree
4	-	Agree
3	-	Neutral
2	-	Disagree
1	-	Strongly Disagree

Furthermore, the third part of the questionnaire involves items determining the degree of usefulness and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities. The questionnaire consists of 33 items divided into four items which include the following: LMS General Features and Functionalities (8 items), LMS E-Class Features and Functionalities (11 items), LMS Assessment Features and Functionalities (12 items) and LMS Advance Features and Functionalities (2 items). Respondents answered the tool on a 5-point Likert scale which is as follows:

Scale		Utilization	Usefulness
5	-	Always	Very Useful
4	-	Often	Most Useful
3	-	Sometimes	Sometimes Useful
2	-	Seldom	Less Useful
1	-	Never	Not Useful

Prior to the administration of the questionnaire, it underwent expert validation and reliability testing. Results of reliability test yielded the following values: LMS General Features and Functionalities (.842), LMS E-Class features and Functionalities (.953), and LMS Advance Features and Functionalities (.800).

3.2.   Data Analysis

The following statistical tools were used to analyse the gathered data:

Frequency and Percentage were used to describe the profile of the respondents.

Weighted mean was used to determine the level of competence of teachers on the use of LMS features and functionalities and the degree of usefulness and level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities following the said range and qualitative descriptions:

Range	Level of Competence of Teachers on the Use of LMS Features and Functionalities	Degree of Usefulness of the LMS as the University's Official Teaching and Learning Platform	Level of Utilization of the LMS as the University's Official Teaching and Learning Platform
4.50 – 5.00	Very Highly Competent	Extremely Useful	Always
3.50 – 4.49	Highly Competent	Very Useful	Often
2.50 – 3.49	Competent	Useful	Sometimes
1.50 – 2.49	Less Competent	Less Useful	Seldom
1.00 – 1.49	Not Competent	Not useful	Never

Pearson-R Product Correlation was used to determine significant relationship between the level of competence of teachers on the use of LMS features and functionalities and the degree of usefulness and

level of utilization of the LMS as the university's official teaching and learning platform in terms of its common features and functionalities.

4.   Findings and Discussion

Table 2. Teachers' Competence on the Use of Learning Management System

Dimensions	Mean	Qualitative Description
General LMS Competence	4.48	Highly Competent
Online Instructional Competence	4.57	Very Highly Competent
Online Assessment Competence	4.57	Very Highly Competent
Overall Mean	4.54	Very Highly Competent

Table 2 shows the teachers' competence on the use of learning management system. It can be shown from the results that teachers are highly competent along general LMS features and functionalities. Specifically, teachers strongly agreed that that they know how to check LMS notifications, they can easily connect to other LMS users such as viewing profiles and adding friends, and they are also capable of using the Chat and Messaging in the LMS. In addition, teachers agreed that they can personalize and customize their LMS user account profile, able to view and set their dashboards, know how to navigate or create news and announcement, and they also know how to apply automation in their classes. This would imply that teacher in Higher Education are adaptive with the new trends of learning since they are already competent with the use of LMS as the main modality in the new normal education. Many studies show that using a Learning Management System in university teaching as a modern electronic system with several programs improves university teachers' efficiency and helps them cope with the course and self-learning sources, as well as manage student discussion (Khaddash & Al-Hadhrami, 2006; Al-Mutairi, 2015; Alqadere, 2011; Mashaqbeh, 2009). Furthermore, it is important to note that teachers need to be familiarized with the use of LMS in teaching and learning especially with its basic features and functionalities since this is a critical aspect to ensure effective and successful implementation of flexible learning especially in the midst of the COVID-19 pandemic (Yustina et al., 2020).

Meanwhile, along online instructional competence, it was revealed in this study that teachers are very highly competent. Specifically, teachers strongly agreed that they are confident in creating classes and mother classes and can create child classes, organizing their lessons in the topic folders, syncing class contents, allowing and restricting student access to certain contents, formatting texts and other class contents, and enrolling and unenrolling students in class through people picker. Furthermore, teachers also agreed that they know how to archive and reactivate classes, how to link to external websites and how to apply gamification in their classes. This would mean that university teachers are becoming creative in their online classes through the help of the LMS. In this way, they can cater to diverse needs of learners since the LMS offers varied instructional strategies. According to Sk et al. (2020), group chats, threaded conversations, document sharing, assignments, quizzes, grading, and course evaluations are just a few of the tools and services that Learning Management Systems (LMS) provide to support teaching and learning. Migrating to a new LMS can be difficult for professors; in fact, one of the top ten problems in academia is technological change. However, the results of the present study shows that the use of instructional strategies in the LMS since they already have a very high level of online instructional competence. Furthermore, learning experiences that are adequately designed and facilitated by skilled instructors are essential for effective online training. Because students have a variety of learning styles or a mix of styles, online educators should provide activities that incorporate numerous modes of learning. Models of teaching should be modified to the new learning settings as well (Ramani, 2020; Romero-Ivanova et al., 2020). Instructors in learning-centered instruction take on the role of facilitators, sharing information and assisting students toward solutions. In the teaching-learning partnership, both teachers and students must take on new responsibilities, and faculty must be willing to relinquish control of learning to students. Interactive techniques are also required in online learning environments. When adapting courses to online models, instructors notice that they pay greater attention to the instructional design of their courses. As a result, students' communication quality, quantity, and patterns improve during studying.

Furthermore, teachers are also very highly competent along online assessment. Specifically, teachers strongly agreed that they know how to create variety of assessments, how to time and give assessments, manipulating assessment setting options, know how to randomize items and choices in their assessments, can check student submissions and attachments, capable of tracking and retrieving student assessments, know where to grade student's assessments, know how to gain access and use the gradebook, and capable of downloading gradebook contents. In addition, teachers agreed that they know how to use the discussion board, capable of creating group assessments, and know how to use the rubrics feature of the LMS. Learning, especially eLearning, is a collaborative process based on a feedback loop between the teacher and the student. Teaching is insufficient because it is a requirement– instructors must assess students' progress and alter their delivery accordingly, not simply over the length of a school year, but even during a single instruction session. Previous studies claimed that teachers should be creative and innovative enough in coming up with evaluations and assessments to ensure that's students really learned their lessons and that they acquired and developed the required competencies for a particular course (Kizi, 2021; Heinrich, 2020; Gyimah, 2020).

In general, it can be shown from the results that teachers are very highly competent in the use of the learning management system. This means that they already know how to navigate and use the different features and functionalities of the learning management system of the university.

Table 3. Degree of Usefulness of LMS Features and Functionalities

Dimensions	Mean	Qualitative Description
LMS General Features and Functionalities	4.42	Very Useful
LMS E-Class Features and Functionalities	4.73	Extremely Useful
LMS Assessment Features and Functionalities	4.64	Extremely Useful
LMS Advance Features and Functionalities	3.87	Very Useful
Overall Mean	4.42	Very Useful

Table 3 shows the degree of usefulness of LMS features and functionalities as assessed by teachers. Along LMS general features and functionalities, it can be shown from the results that teachers believed that these features are very useful in flexible learning. Specifically, teachers find the following features as extremely useful: creating classes and mother classes, creating child classes, organizing lessons into folders, synching class contents, formatting texts and other class contents, editing class contents, and embedding variety of resources such as images, sound and videos. Meanwhile, teachers find the following E-class features and functionalities of the LMS as very useful: archiving and reactivating classes, allowing and restricting student access to certain contents, enrolling and un-enrolling students in class through people picker and access codes, and monitoring student login. The table further shows that along LMS assessment features and functionalities, respondents assessed it as extremely useful specifically along the following: variety of assessment types to choose from, discussion boards, creating group assessments, timing and giving of assessments, assessment setting options, randomization of items and choices, student submission and attachments, tracking and retrieving student assessments, grading students assessments, gradebook, and downloading gradebook contents. And finally, respondents assessed the LMS advance features and functionalities of the university as very useful especially on the use of gamification and automation. The findings of the study are consistent with the results of previous study stressing the importance and usefulness of LMS in the midst of the COVID-19 pandemic in the teaching and learning process (Bochkareva et al., 2020; Almaiah et al., 2020). The main goal of the LMS system, according to Babu et al. (2010), is to successfully perform instruction. The e-learning platform must be customized with different features to facilitate the interaction and delivery of instructions by teachers and other users in order to ensure optimal application usage. The purpose is to use teams to solve educational challenges, give platforms for teachers and faculty members to participate in question and answer sessions, and enable on-line simulations, rather than merely providing an emailing service platform for users to exchange text messages. In this study, it was revealed that the purpose of the LMS was attained since faculty members find it useful in online learning.

Table 4. Utilization of Teachers of LMS Features and Functionalities

Dimensions	Mean	Qualitative Description
LMS General Features and Functionalities	4.31	Often
LMS E-Class Features and Functionalities	4.54	Always
LMS Assessment Features and Functionalities	4.50	Always
LMS Advance Features and Functionalities	3.63	Often
Overall Mean	4.25	Often

Table 4 presents the utilization of teachers of LMS features and functionalities. Specifically, respondents often utilized LMS general features and functionalities such as user interface, personalizing and customizing user account profile, notifications, connecting to other LMS users, dashboard, news and announcements, chat and messaging, and calendar. Meanwhile, teachers are always using LMS e-class features and functionalities in their classes in the midst of the pandemic. In addition, they always use LMS assessment features and functionalities, while they often use LMS advance features and functionalities. This may be attributed to the fact that in online learning, teachers need to utilize LMS E-class and Assessment features and functionalities because these are the major things that are needed in learning. Research by Hasmy (2020) indicates that, during COVID-19, teachers have profusely adopted LMS mainly due to its integral features like user interface, notifications, and personalizing profile settings. Moreover, Al-Sharhan et al. (2020) strongly supports the high utilization of e-class and assessment features of LMS amongst teachers. The study points out that during the pandemic, educators have heavily preferred using the e-class and assessment features, as they played a vital role in ensuring a smooth transition from physical to virtual classrooms. Douali et al. (2022) provides insights into how teachers utilize advanced features of LMS. Their study shows that teachers use advanced features less frequently compared to others, possibly due to higher complexity and lesser necessity in routine teaching

Table 5. Significant Relationship between Teachers' Competence on the Use of Learning Management System and the Degree of Usefulness and Level of Utilization of LMS Features and Functionalities

Variables	Pearson-R	P-Value	Decision
Usefulness	.552	.000	Significant
Utilization	.622	.000	Significant

significant at .05 level

Table 5 shows the significant relationship between teachers' competence on the use of learning management system and the degree of usefulness and level of utilization of LMS features and functionalities. It can be revealed from the table that there exists a positive significant relationship between teachers' competence on the use of learning management system and the degree of usefulness and level of utilization of LMS features and functionalities. This means that the higher the level of teachers' competence on the use of LMS, the higher their assessment of the usefulness of its features and functionalities. In addition, the very high level of teacher's competence in the use of LMS results to higher level of utilization to different features and functionalities. The correlation signifies that as a teacher's proficiency or competence in utilizing the LMS increases, they tend to rate the system's features and functionalities as more useful. This could be because, as educators become more skilled and comfortable with the system, they are better able to understand and leverage its different features to their advantage. They recognize the benefits these features bring in managing the teaching and learning process, thus considering them more useful. Equally important is the observation that teachers who demonstrate a high level of competence in the use of LMS also show a higher level of utilization of its features and functionalities. This is quite intuitive. When educators understand the system well, they are more likely to use its features more fully and frequently in their teaching practice.

The results of this study are consistent with the findings of previous studies stressing that the competence of teachers in the use of LMS really affects their utilization and its perceived usefulness (Chen, 2014; Dias & Diniz, 2014; Han & Shin, 2016). According to a study by Batat (2021), there is a direct link between the competence of teachers and their ability to effectively use a Learning Management System (LMS). The research found that as teachers' competence and comfort with an LMS increased; they made better use of its features for teaching and learning. Similarly, a study by Gato (2019) found that educators who

participated in professional development activities to learn about LMS showed higher utilization rates of the system's features. A study by Asiri (2012) verifies that teachers manifest positive attitudes towards implementing LMS in professional development when they acquire ample experience and competence using it. Furthermore, a study by Cheng et al. (2017) mentions educators' perceived usefulness of an LMS is pivotal in them making full use of its tools and features. It states that continuous training helps improve teachers' proficiency in using LMS and results in more effective utilization. Lastly, a study by Han and Shin (2016) indicates how teachers' understanding and experience of using an LMS directly reflects on LMS adoption levels. It explicitly echoes the notion that the more competent teachers are in using LMS, the more frequent is their usage.

5.   Conclusion

The conclusion drawn from this study underscores the significance of learning management systems (LMS) in the successful execution of online education, especially in the current climate shaped by the COVID-19 pandemic. It specifically highlights how this success hinges on faculty development, where teachers in higher education are proficient and comfortable in utilizing various features and functionalities of the LMS. Further, the evidence suggests that teachers' proficiency with their LMS is not just about familiarity. Instead, it translates directly into substantial utilization, reflecting not only in how they engage with the system but also in how extensively they leverage its features. This can have cascading implications on the quality of online learning experiences they can offer. It empowers them to optimally utilize an assorted blend of LMS tools - from general use to advanced functionalities - that aid in instruction, assessment, and communication, among other things. Moreover, this study's findings accentuate the importance of an often-overlooked aspect: the role of teacher competence in determining the effective use of LMS. It tells us that just having the system in place isn't enough; instead, it takes a capable teacher who can skillfully navigate the LMS to convert it into a useful, efficient educational tool. It thus drives home the point that teachers' proficiency can as much be a determinant of effective online learning as the platform itself is. In the larger landscape of online education, these findings serve as a reminder that the integral role of educators extends into the domain of digital learning. Therefore, continual investment in developing their competence with learning technologies, such as an LMS, will be a crucial step forward.

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