Full Length Research

A cross-sectional study of ADUN and DSPG students' attitude towards online learning management system during and beyond COVID-19 pandemic

Gladys Ngozi ONYIA (PhD)

Admiralty University of Nigeria. E-mail: ngozionyia2057@gmail.com

The study is a Cross-Sectional Study of Adun and DSPG Students' attitude towards online learning management system during and beyond Covid-19 Pandemic. This study is to ascertain the attitudinal disposition of the beneficiaries (students) to ensure applicable success rate in the developing Nation like Nigeria. The descriptive survey method was used for the study, and a cross-sectional online survey was employed to elicit information from the respondents. The target population of the study includes all students in Admiralty University of Nigeria and Delta state Polytechnic, Ogwashi-uku. A sample size of 385 (95% confidence level, p= 0.5) was used. Data were collected from students using a well-designed online questionnaire. The data were analyzed using descriptive and inferential statistics in SPSS version 20.The study established that Students have a positive attitude towards online management systems. However it was also discovered that students in Delta state polytechnic Ogwashi-uku (DSPG) had a more positive attitude towards online learning management systems more than those in Admiralty university of Nigeria (ADUN). However, the study discovered that the rating of Admiralty university of Nigeria online learning management system (SOAP) is higher than DSLMS which is the online learning management system used in Delta state polytechnic, Ogwahsi-uku. Findings showed that lack of knowledge financial constraints, high cost of internet subscription and lack of interest on the part of students were identified as factors that affect students' attitudes towards online learning management systems. The study recommends that regular training of students and lecturers on how to use online learning systems be organized. The schools' management should offer free internet services to students especially students in Delta state Polytechnic, Ogwashi-uku.

Keywords: Attitudes, COVID-19 ICTs, pedagogy, pandemic, online learning Management systems

INTRODUCTION

Using online learning management systems to learn is an interesting yet complex process. With the lockdown resulting from the new coronavirus pandemic, using online learning Management systems became an option for teaching and learning in many higher institutions of learning. This might affect students' response and attitude towards learning in general. However, the directions of attitudinal change among students is yet unknown. Online learning management systems are internet based software used for teaching and learning processes. Similarly, Brush (2019) defined online learning management system as a computer program or web-based technology that is used to plan,

implement, and evaluate a learning process. Nguyen (2015) has characterized web based learning as a wide scope of educational programs and training using the internet to facilitate instruction and provide materials and interactions between teachers and students or among the group of students.

Online learning management systems are vital components of teaching and learning in the 21st Century era. The expanding use of these platforms in teaching and learning has improved teaching methods from traditional to the most flexible methods (Sun & Chen, 2016; Onyema & Deborah, 2019). This is because learning management system impacts virtual learning, distance learning, versatile Learning, mobile education, and Artificial Intelligence (AI). Every part of education is adopting one of these platforms. Students and instruction partners are challenged with the change to web based learning. The use of advancements in instruction builds the openness to learning assets, for example, online courses and numerous different projects to address the issue for distance learning.

In spite of the numerous benefits of online management systems, users must have the right attitude towards the learning platform. Research has found that attitude has a significant effect on the use and adoption of ICTs. Attitude is a feeling, belief, or opinion of approval or disapproval towards something. Moon (2004) noted that attitude is how for or against, positively or negatively, favorably or unfavorably a person regards a particular thing. This explains that attitude refers to the emotions and values attached to Online learning management systems. Stier, Bleier et al. (2018) define attitude within the context of consumer behavior as a constant tendency to behave accordingly in a concrete situation, regarding a certain object or a group of objects. Social psychologists Secord and Backman (Peter, 1994) cited in Daivata and Aishwarya (2014) popularized a detailed version of attitude interpretation, claiming that attitude is a particular system of motivation, emotions, perception and cognition-al processes, responding to certain environmental aspects, surrounding an individual.

Commenting in this regard, Bertea (2009) stated that students' attitudes toward Online learning Management systems are influenced by their perceptions of its benefits and drawbacks. The student's ability to learn regardless of his location or time as long as he has an Internet connection is, without a doubt, a significant benefit. In the case of commuting students, cost reduction is also a benefit, as is time savings. More so, online learning is a solution for students who are working during their studies and want to fit their learning schedule around their work schedule. As a result, the students have the option of deciding how he wants to organize his activities. The foregoing does not imply that online learning management systems do not come with some drawbacks. For instance, the system may lack the platform for practical learning. Students may spend time listening to podcasts, watching videos, and looking at slide presentations.

STATEMENT OF THE PROBLEM

Numerous studies have been done on students' attitude towards learning in general. While some scholars tried to find out the factors responsible for students attitude towards learning, others attempted to investigate students' attitude towards learning different subject areas like chemistry (Yunus & Ali, 2012), Mathematics (Mazana et al., 2019) etc. Some studies that focused on online learning have found that the efficiency of online learning is dependent on the attitude of its Users while others argue otherwise. For instance, Wong (2009) believes that the perceived accessibility of online learning influences students' intentions when it comes to using the online learning management system. However, Khan (2017) has argued that there is no link between students' computer interests and their knowledge gained through online learning at the undergraduate level. No doubt, further investigations are required.

Meanwhile, certain studies like that of Munasinghe and Wijewardana (2017) have been done on students' attitude while using online learning management systems. However, studies on students' attitude towards online learning management system are grossly lacking. Although, recent research has that undergraduates in developed nations have accepted learning management systems. In developed nations like Nigeria, little is known about the acceptance and attitude of students towards online learning management platforms, perhaps because the platform only recently started gaining grounds in higher institutions in Nigeria. This study therefore, will bridge these gaps and cross examine the attitude of students towards online learning management systems used in Admiralty University of Nigeria (ADUN) and Delta State Polytechnic, Ogwashi-uku (DSPG).

OBJECTIVES OF THE STUDY

1. To determine students' attitude to the type of online learning management system used in ADUN and DSPG
2. To find out how students evaluate the online learning management system used in ADUN and DSPG.
3. Establish the factors affecting students' attitude to Online learning management system in ADUN and DSPG.
4. Ascertain if there is a significant difference between the mean rating of ADUN students and DSPG students on their evaluation of their Online learning management system

RESEARCH HYPOTHESIS

Ho1: There is no significant difference between the mean rating of ADUN students and DSPG students on their evaluation of their Online learning management system

LITERATURE REVIEW

Attitude towards Online Management Systems

   As much as learning management system is innovatively endearing to the user, the attitudinal disposition has to be congruent with this technology for its formal adaptation (Bertea, 2009). The attitude can be positive, if the new form of online learning management system fits students'' needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required (Bertea, 2009). Factors that will make faculty members and students to accept online learning management system include patience, self-discipline, ease of use of the software, good technical skills and abilities, etc. A bad e-learning perception may be due to lack of understanding, lack of communication, and lack of trust or conflicting agendas in appropriate use of technology, (Ndume et al., 2008).
   A number of researchers have conducted studies on students' attitude towards e-learning (online learning). Sanders and Morrison-Shelter (2001) investigated the student attitude toward web-enhanced instruction in an introductory biology course. The result of the study showed that, there was an influence regarding the students' learning, they become more critical, and understands how to solve the problem. Similarly, Knowles and Kerkman, (2007); Erarslan and Topkaya, 2017) showed that the students' attitude toward online learning was more positive towards courses such as chemistry, accounting, business administration, than courses in education. Omar, Hassan, and Atan (2012) also conducted a study which focused on the learners' attitude towards e-mentoring and one of the results was that learners' attitude played a role in predicting e-mentoring. The study of Yavuz, (2015) and Srivara(2020) indicate that the attitude of teachers to online learning management system can influence students attitude toward the use of the technology, if the teachers have positive attitude, the student will have a positive attitude and vice versa. The computer mediated instruction is useful for students' course work. Moreover, it can be concluded that incase the students' accessibility were made easy towards online learning, and then an appropriate attitude of students will be developed to its usability (Ullah, 2017).

Effectiveness and Challenge in the Use of Online Management System in Nigeria

   Studies have shown that online learning system has enhanced active learning of pre-service teachers, starting from the aspect of curiosity and carefulness, respectively. When considering each item of E-learning aspect, we found different means, Happiness in studying with electronics media was in the highest level, followed by E-learning enabling more self-additional study (Robroo, 2019). That e-learning is offering a precious opportunities for higher education the institutions (He is) to a considerable amount of students who wish in pursuing their education regardless of their, spatial, Economical, and social barriers in their education and communication with their teachers and their colleagues (Zabadi, 2016).
   Schultz (2001) found that learners enjoyed in online learning, however they complained due to interaction shortage. Similarly, Palmer and Holt (2009) revealed that students were responded with higher desire and satisfaction that reflected toward online learning environment positively. Regarding LMS "MOODLE", the study conducted by Ayse (2008) discovered that 66.7% of faculty members liked to use LMS environment and 53.3% found out their control of their own learning was more valuable. Additional study by Gower and Barr (2005) reported that the learners' responses were positive in relation to the usefulness and user friendliness of LMS. Students in online courses have an extensive amount of material to read every week, such as topic overviews, learning objectives, online readings, external readings, discussion assignments, group activities and other assignments. An LMS that allows all the materials needed in one week to be visually grouped on a single page by means of contiguous placement makes it easier for students to consider all the elements as part of the week's tasks, and therefore more likely for them to access all the materials (Clark & Mayer, 2008; Mayer, 2005; Vicario, 1998).It is hypothesized that contiguous placement will lead students to read more of the course materials and navigate the course more easily, thus reducing frustration and increasing cognitive presence.
   Egoigwe et al. (2020) revealed that positive impacts of e-learning on academic performance of postgraduate students in higher institutions in Nigeria which include improving students'' academic performance and increases accessibility of education among others. Even though there are positive findings for the effectiveness of online learning, there are still problem confronting its effectiveness, especially in Nigeria. The study of Ng et al (2009)shows some of the problems

associated with the use of e-learning include, lack of effective monitoring of management of funds allocated to the institution, inadequate funding of proposed project by the government or donors and multiplicity of initiative, especially in information and communication technology. The study of Ekundayo and Ekundayo (2009) identified the constraints to e-learning adoption in Nigerian tertiary institutions to include inadequate human resources, brain drain, staff-student ratio, lack of finance, poor infrastructural provision, electricity challenge, ICT and bandwidth constraints, highly bureaucratic management systems, digital divide and political instability. Ajadi et al. (2008) reported the following as the constraints to the effectiveness of Online Learning Management system as be: Inequality of access to the technology as a result of high cost of a Personal Computer (PC), no computer education background, cost of accessing internet is still very high in West Africa. The research of Ezeani and Igwesi (2012) provided challenges that affect the use of online management system to include lack of awareness among professionals, poor bandwidth, technophobia, and lack of computer skills.

Theoretical Framework

The theoretical framework for this study is the Technology Acceptance Theory propounded by Fred. D. Davis in 1989. This theory investigates intention of use and adoption of technology among individuals. The TAM has also been employed for predicting students and faculty members' acceptance of different kinds of technologies. Therefore, the acceptance of LMS among learning communities provides the success of both distance and regular learners. Davis defined significant factors affecting technology acceptance in their Technology Acceptance Model (TAM) that lead to the actual usage of an information system such as the perceived ease of use of technology (PEOU), the perceived usefulness of technology (PU) and the attitudes toward the use of technology (ATU), (Davis et al., 1989). The model examines the factors which could possibly affect the online learning management system acceptance. The schematic diagram of the theoretical framework is shown in Figure 1.0 reveals the relationships between the dependent and independent variables.
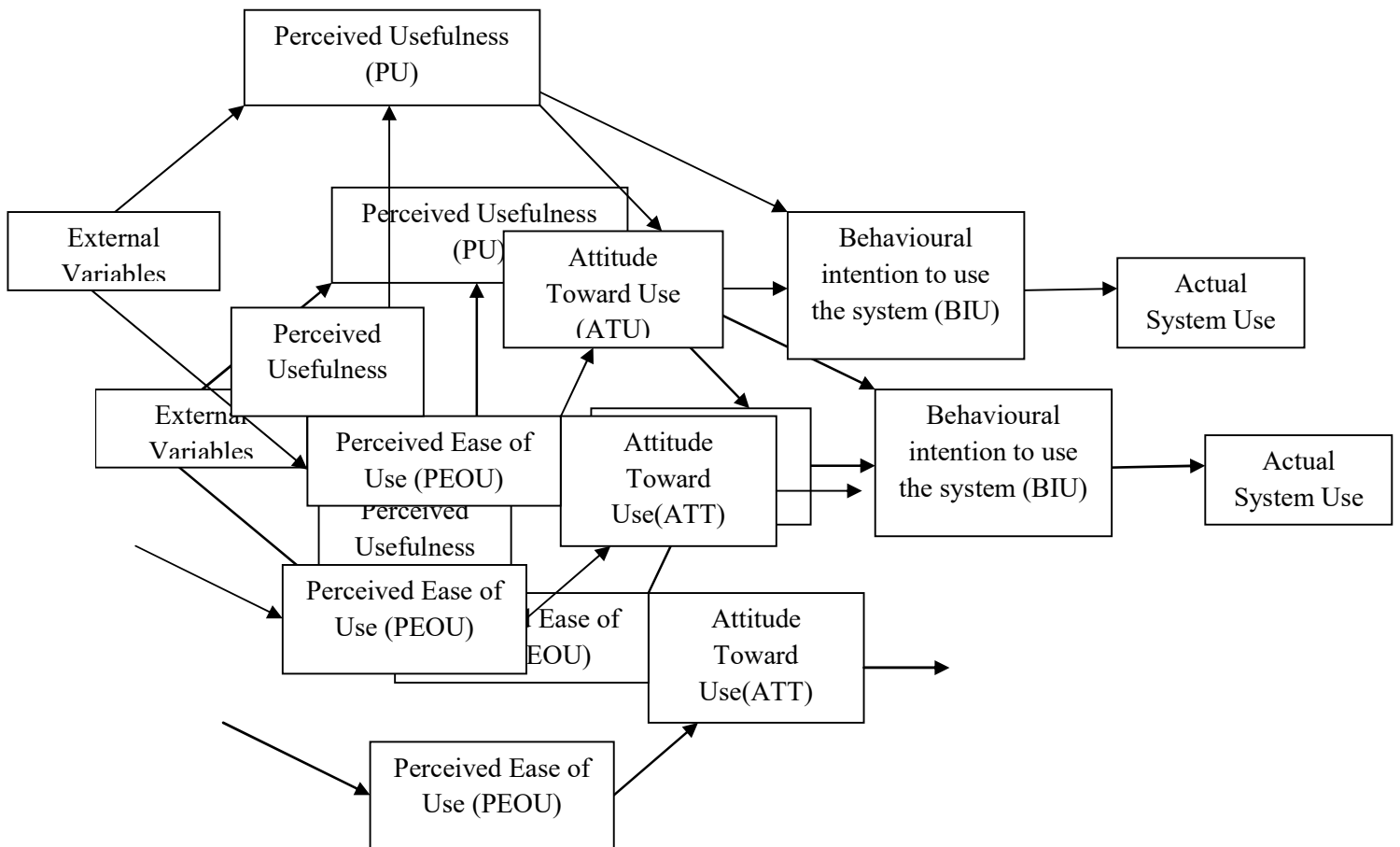

Figure 1. Technology Acceptance Model TAM, (Davis, 1989)

Perceived ease of use denotes to how easier the user will perceive the using of technology. Based on many previous researches, the perceived ease of use can be the determining factor to influence the use of technology. According to Shroff et al. (2011), perceived ease of use had a significant influence on both attitudes towards usage and perceived usefulness which will lead to the effect on the acceptance. Educational technology with a high level of ease of use is more likely to induce positive attitudes towards acceptance, (Davis et al., 1989). On the other hand, Liu et al (2009) found in their study that perceived ease of use was significant predictors of attitude towards use that will lead affect the acceptance. Thus, perceived ease of use was an indirect factor on the use of technology. In other words; even when the user perceived technology as very easy and no need any effort to use it, he or she does not use it unless there is enough knowledge and competence to direct positive attitudes towards computer (Teo, 2009).

However, Kiraz and Ozdemir (2006) believe that the perceived ease of use alone cannot determine the use of technology in education. Perceived usefulness refers as to how much the user believes that he or she can get help and benefits his or her performance from the use of technology. Related to many previous studies, the perceived usefulness is a direct determinant of technology use. Klopping and McKinney (2004) found in their study that the perceived usefulness will influence directly the intention and actual of use of technology. Moreover, perceived usefulness can influence students' intention to use online learning system strongly, also it is a major determinant of students' intention to use the technology (Davis; Bagozzi & Warshaw, 1989). The attitude toward use defined as the positive or negative feeling of individuals in performing and how this feeling can affect the particular behaviour of use. The attitude toward use is one of the main factors that can effect on the behavioural intention; it is directly influence the frequency of use of online management system, (Teo, 2009; Kiraz & Ozdemir, 2006).

METHODS

This study was a cross-sectional online survey. The target population of the study includes all students in Admiralty University of Nigeria and Delta state Polytechnic, Ogwashi-uku. This allowed the researchers to have a holistically investigate the experiences of both private higher institutions and government owned institutions as well as polytechnics and universities. The total number of students in the selected institutions was unknown, thus the Cochran formula was used to determine students' sample size. The Cochran formula allows one to calculate an ideal sample size even when the population is unknown. Hence, a sample size of 385 (95% confidence level, p= 0.5) was derived. Then, data was collected from students using a well-designed online questionnaire. To access a widely distributed group of students online in ADUN and DSPG, Network sampling was utilized. The questionnaire link was shared on several social media sites and whatsapp groups in order to collect data. Respondents were encouraged to complete the online survey and share the information with others in their network. This technique was repeated until required amount of samples was established for analysis. All data gathered were analyzed using descriptive and inferential statistics in SPSS version 20.

RESULTS

Table 1. Respondents' Bio-data

Variables		Frequency	Percent
Gender	*Male*	154	49.5
	Female	157	50.5
Age in years	*15-20 years*	173	55.6
	21-30 years	83	26.7
	31 years and above	55	17.7

Table 1. continuation

Name of institution	Admiralty University of Nigeria (ADUN)	120	38.6
	Delta State University Ogwashi-uku (DSPG)	191	61.4
Level of study	100 level/ND 1	98	31.5
	200 level/ ND 2	64	20.6
	300 level/ HND 1	19	6.1
	400 level/ HND 2	130	41.8

Source: researchers' Fieldwork, 2021

Certain socio-demographic variables of respondents provide enhanced explanations for students' attitude towards online learning management systems. Thus, table 1 portrays data on the demographics of respondents. A slight preponderance of female (50.5%) could be seen in table 1 over male students (49.5%). Age variations were noticed among respondents. However, majority of respondents were within the age range of 42-49 years (55.6%). In terms of institutions of respondents, more than half of the respondents were students in Delta State University, Ogwashi-uku (DSPG) (61.4%) while a significant portion was students of Admiralty University of Nigeria (ADUN) (38.6%). Finally, most respondents were also found to be 400 level HND II (41.8%) students

Table 2: Students' attitude towards online learning management system used in ADUN and DSPG

		Name of institution		Total (n=311)	Mean
		Admiralty University of Nigeria (ADUN) (n=120)	Delta State University Ogwashi-uku (DSPG) (n=191)		
You understand the courses taught using online learning management system used in your school	Strongly disagree	3	29	32	2.83
		9.4%	90.6%	100.0%	
	Disagree	14	23	37	
		37.8%	62.2%	100.0%	
	Agree	66	128	194	
		34.0%	66.0%	100.0%	
	Strongly agree	37	11	48	
		77.1%	22.9%	100.0%	
It is worthwhile to take courses on online learning management system	Strongly disagree	1	1	2	3.19
		50.0%	50.0%	100.0%	
	Disagree	10	13	23	
		43.5%	56.5%	100.0%	
	Agree	73	118	191	
		38.2%	61.8%	100.0%	
	Strongly agree	32	53	85	
		37.6%	62.4%	100.0%	

Table 2: continuation

		1	2	3	3.09
You take advantage of online learning management systems used in your school	*Strongly disagree*	1	2	3	3.09
		33.3%	66.7%	100.0%	
	Disagree	15	20	35	
		42.9%	57.1%	100.0%	
	Agree	55	89	144	
		38.2%	61.8%	100.0%	
	Strongly agree	49	80	129	
		38.0%	62.0%	100.0%	
On a scale of 0-5, with 5 being the highest, describe your attitude toward online learning management system used in your institution	*0*	0	16	16	3.43
		0.0%	100.0%	100.0%	
	1	0	4	4	
		0.0%	100.0%	100.0%	
	2	2	21	23	
		8.7%	91.3%	100.0%	
	3	30	90	120	
		25.0%	75.0%	100.0%	
	4	54	29	83	
		65.1%	34.9%	100.0%	
	5	34	31	65	
		52.3%	47.7%	100.0%	
Using online management systems stresses you	*Strongly disagree*	9	8	17	2.55
		52.9%	47.1%	100.0%	
	Disagree	48	92	140	
		34.3%	65.7%	100.0%	
	Agree	50	70	120	
		41.7%	58.3%	100.0%	
	Strongly agree	13	21	34	
		38.2%	61.8%	100.0%	
You like the online management system used in your school	*Strongly disagree*	6	8	14	3.27
		42.9%	57.1%	100.0%	
	Disagree	7	13	20	
		35.0%	65.0%	100.0%	
	Agree	55	91	146	
		37.7%	62.3%	100.0%	
	Strongly agree	52	79	131	
		39.7%	60.3%	100.0%	

Aggregate mean=3.06

To cross examine the attitude of students in Admiralty University of Nigeria and |Delta state university, table 2 cross-tabulates responses on attitudes of students towards online management systems and the institutions they attend. A quick deduction from the cross-tabulations showed that students in DSPG had a more positive attitude towards online learning management systems more than those in ADUN. The proceeding statistics showed that 62.4% of DSPG students strongly agreed that it was worthwhile to take courses on online management systems as against 37.6% of ADUN students who strongly agreed to the item. Again students from DSPG (62.0%) strongly agreed that they take advantage of the online management systems used in their students more than those who strongly agreed to the item in ADUN (38.0%). More so, more students in DSPG (60.3%) claimed to like the online management systems used in their school more than thosein ADUN (39.7%).

However, more students in AD|UN (65.1%) rated their attitude towards the online management system used in their school with the highest point (5). Thus, it could be deduced that perceived positive attitude towards online learning management system is more peculiar with students in Admiralty University than DSPG students. Also, most of the students that strongly agreed that they understood the course taught through the system were ADUN students (77.1%). Besides, more DSPG students (61.8%) strongly agreed that the system stresses them. This goes to show that students in both schools have different attitudes towards Online learning management systems. Nonetheless, with an aggregate mean score of 3.06, which is above the 3.00 criterion mean of this study, it could be concluded that students of both institutions have positive attitudes towards Online learning management systems.

Table 3: cross-tabulations on how students evaluate the online learning management system used in ADUN and DSPG

		On a scale of 0-5, with 5 being the highest, rate the online learning management system used in your institution						Total
		0	1	2	3	4	5	
Name of institution	Admiralty University of Nigeria (ADUN)	0	0	13	24	23	60	120
		0.0%	0.0%	10.8%	20.0%	19.2%	50.0%	100.0%
	Delta State University Ogwashi-uku (DSPG)	9	46	21	70	13	32	191
		4.7%	24.1%	11.0%	36.6%	6.8%	16.8%	100.0%
Total		9	46	34	94	36	92	311
		2.9%	14.8%	10.9%	30.2%	11.6%	29.6%	100.0%

Positive attitudes towards online learning management systems among students have been established. But how do students evaluate the systems used in their schools? First, the online management systems used in ADUN is Students Online Academic Platform (SOAP) while the one used is |DSPG is Delta State learning Management systems (DSLMS). Data in table 3 showed that more students from Admiralty university of Nigeria rated the online learning management system used in their school higher than Students from Delta state polytechnic, Ogwahsi-uku. The supporting data for this is that out of 120 respondents from ADUN, 60(50%) of them rated their learning system with a 5-point while only 16.8% of DSPG students rated their system with a 5 point. On an aggregate, respondents rated their online learning management system with 3 point (30.2%). This means that's students evaluation of online learning management systems used in their school is average.
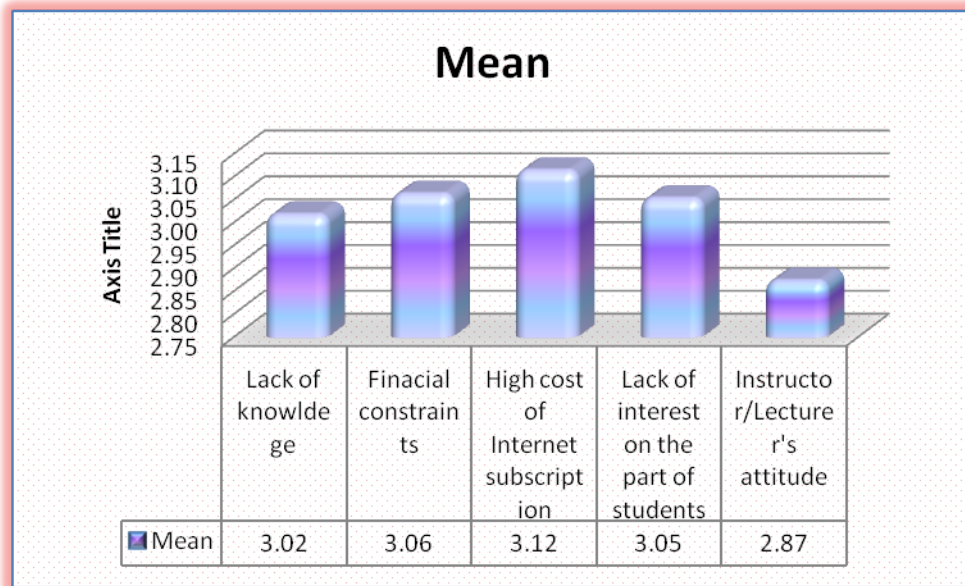
Figure 1: Bar-chart factors affecting students' attitude towards online learning management system in ADUN and DSPG (Criterion mean=3.00)

Having discovered the attitude of students towards online learning platforms, a look into factors responsible for such factors was considered. It could be clearly seen from figure 1 that lack of knowledge ($\bar{x}$=3.02), financial constraints ($\bar{x}$=3.06), high cost of internet subscription ($\bar{x}$=3.12) and lack of interest on the part of students ($\bar{x}$=3.05). However, students did not consider their Instructor/Lecturer's attitude ($\bar{x}$=2.87) as factor affecting their attitude towards online learning management systems.

Ho1: There is no significant difference between the mean rating of ADUN students and DSPG students attitude towards Online learning management system

Independent Samples Test										
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc	Std. Error	95% Confidence	
									Lower	Upper
On a scale of 0-5, with 5 being the highest, describe your attitude toward online learning management system used in your institution	Equal variances assumed	12.585	.000	6.949	309	.000	.927	.133	.664	1.189
	Equal variances not assumed			7.772	307.793	.000	.927	.119	.692	1.161

*α = 0.05

In the light of inconclusive findings on students' attitude toward Online learning management systems used of ADUN and DSPG in , further investigations became more necessary to establish if the attitude of students towards online management learning systems in ADUN differ from that of DSPG. A hypothesis | There is no significant difference between the mean rating of ADUN students and DSPG students' attitude towards Online learning management system| was formulated. The independent sample test was used to test the hypothesis of this study. The Independent Samples t-test analyzes the means of two independent groups to see if statistical evidence exists in the related population means differ substantially. Since p < .00 is less than the chosen significance level α = 0.05, we can reject the null hypothesis,

and conclude that the mean attitude for ADUN students and DSPG students is significantly different. Based on the results, we can state there was a significant difference in mean attitude for ADUN students and DSPG students (t(307.793) = 7.772, p < .000)

Discussion of findings

The primary purpose of this study was to cross examine students' attitude toward online learning management systems in Admiralty university of Nigeria (ADUN) and Delta state polytechnic Ogwashi-uku. (DSPG). The results in this study showed that students have a positive attitude towards online management systems. Similarly, Zhu, Y., Au, W., & Yates, G. (2012) study also found positive attitudes towards online learning. However, the attitudes of students differ in both institutions. Findings revealed that students in Delta state polytechnic Ogwashi-uku (DSPG) had a more positive attitude towards online learning management systems more than those in Admiralty university of Nigeria (ADUN).Furthermore, since both institutions used difference types of online learning management systems, determining students' evaluation of the systems used in their school became necessary. Findings showed that the online management systems used in ADUN is Students Online Academic Platform (SOAP) while the one used is DSPG is Delta State learning Management systems (DSLMS).In general, results showed that students rated the online system used in their school as average. Meanwhile, from cross examinations, it was discovered that students from Admiralty university of Nigeria rated the online learning management system used in their school higher than Students from Delta state polytechnic, Ogwahsi-uku.

Having discovered the attitude of students towards online learning platforms, a look into factors responsible for such factors was considered. Lack of knowledge financial constraints, high cost of internet subscription and lack of interest on the part of students were identified as factors that affect students attitudes towards online learning management systems. However, students did not consider their Instructor/Lecturer's attitude as factor affecting their attitude towards online learning management systems. This could mean that the perceived positive attitude of students towards online management systems is not a product of lecturers' attitude. This is somewhat in agreement with Jung, Choi, Lim, and Leem (2002), study. According to Jung, Choi, Lim, and Leem, learning experiences in an online environment results in a favorable attitude shift among students about the use of the Web for learning, regardless of the type of interaction received from tutors. From further test, it was established that there was a significant difference in mean attitude for ADUN students and DSPG students.

Conclusion and Recommendations

Engagement, wiliness, likeness, curiosity, and excitement towards online learning management systems are examples of positive attitudes students' exhibit. The study has been able to establish that students of both Admiralty University of Nigeria and Delta state polytechnic, Ogwashi-uku exhibit positive attitude towards online learning platforms. However, the attitudes of students differ in both institutions. For instance, students in Delta state polytechnic Ogwashi-uku (DSPG) were found to have a more positive attitude towards online learning management systems more than those in Admiralty university of Nigeria (ADUN).Yet, in terms of students' evaluation of the online learning management systems used in their schools, students from Admiralty university of Nigeria rated the online learning management system used in their school higher than Students from Delta state polytechnic, Ogwahsi-uku. In general, results showed that students rated the online system used in their school as average. Nevertheless, students' attitude towards online learning management systems will continue to improve as long as the factors affecting their attitude are put under check. In future, the researchers hope that this study will contribute immensely to higher institutions management in making decisions and for effective utilization of online management systems

Therefore, the following recommendations are made:
1. To ameliorate the issue of lack of knowledge. It is recommended that regular training of students and lecturers on how to use online learning systems be organized.
2. The schools' management should offer free internet services to students especially students in Delta state Polytechnic, Ogwashiuku. This will grossly eliminate the financial constraints, and high cost of internet subscription students surveyed complained about.
3. Students' attitude to and evaluation of online management systems can be increased as long as their interest in the system improves. Lecturers and management must make the use of the online learning system as part of students' everyday lives by giving them daily assignments and tasks on the system. They should try and make it enjoyable. Showing them how the system can be relevant to their future jobs.
4. Students must be encouraged to take part in the entire process of learning on online management systems. These will completely eradicate any lack of interest on the part of students.

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