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Digital Confidence and the Use of Learning Management Systems among Academic Staff in Nigerian

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Abstract

Digital confidence refers to the ability, competence, and self-assurance individuals possess in using digital technologies effectively. Learning Management Systems (LMS) are open-source software packages used to manage all aspects of the learning and teaching processes. LMS is used for administrating, documenting, tracking, reporting, automating, and delivering educational contents of different types, such as courses, training programs, learning and development programs. This study examined digital confidence and the use of Learning Management Systems (LMS) among academic staff in Nigerian tertiary institutions. A descriptive survey design was adopted, involving 300 lecturers selected through stratified random sampling from universities, polytechnics, and colleges of education. Data were collected using the Digital Confidence and Learning Management Systems Utilization Questionnaire (DCLMSUQ), which recorded a reliability coefficient of 0.87 using Cronbach Alpha. Data analysis employed frequency counts, percentages, mean scores, standard deviation, and Pearson Product Moment Correlation. Findings revealed that lecturers possessed moderate digital confidence and moderately utilized LMS platforms for teaching and learning activities. The study established a significant positive relationship between digital confidence and LMS utilization. Male lecturers, younger lecturers, and those with fewer years of teaching experience demonstrated higher digital confidence and LMS usage than their counterparts. Major challenges affecting LMS adoption included poor internet connectivity, unstable electricity supply, inadequate ICT infrastructure, insufficient institutional support, and limited digital training opportunities. The study concluded that improving digital confidence would enhance LMS utilization among academic staff in Nigerian tertiary institutions.

Keywords: Digital confidence, Learning Management Systems, Academic staff, E-learning, Nigerian tertiary institutions, Digital literacy.

Introduction

The rapid advancement of Information and Communication Technology (ICT) has transformed teaching, learning, research, and academic administration across higher education institutions worldwide. Universities, polytechnics, and colleges of education increasingly rely on digital technologies to improve instructional delivery, facilitate collaboration, and enhance learners' access to educational resources. Among these technologies, Learning Management Systems (LMSs) have become one of the most widely adopted platforms for managing online and blended learning environments. The integration of LMSs into higher education has redefined traditional pedagogical practices by enabling course management, online assessments, learner engagement, communication, and continuous monitoring of students' academic progress (UNESCO, 2023).

A Learning Management System is a web-based software application designed to support the planning, delivery, management, documentation, assessment, and evaluation of teaching and learning activities. Popular LMS platforms such as Moodle, Canvas, Blackboard Learn, and Google Classroom provide academic staff with tools for uploading instructional materials, administering quizzes and assignments, facilitating online discussions, tracking learner performance, and providing timely feedback. These platforms have become indispensable in higher education, particularly following the global shift toward remote and blended learning during the COVID-19 pandemic. The pandemic further accelerated the

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adoption of LMS platforms in educational institutions worldwide (Uwah and Ododo, 2025) Consequently, effective utilization of LMS platforms has become an essential component of quality teaching, institutional resilience, and educational innovation.

Despite the growing availability of LMS platforms, their successful implementation depends largely on the digital competence and confidence of academic staff. Digital confidence refers to the self-assurance, competence, and willingness of individuals to use digital technologies effectively for teaching, learning, communication, and problem-solving. It encompasses not only technical skills but also educators' belief in their ability to integrate digital technologies into instructional practices successfully. Lecturers who possess high digital confidence are more likely to experiment with new technologies, adopt innovative teaching strategies, troubleshoot technical challenges, and effectively utilize LMS functionalities. Conversely, lecturers with low digital confidence may experience technology anxiety, resistance to change, and limited utilization of available digital learning tools.

Digital confidence refers to the ability, competence, and self-assurance individuals possess in using digital technologies effectively(Onuoha and Akinyemi, 2021; Adeoye and Adeoye, 2020). Digital confidence has become increasingly important because higher education is transitioning from conventional face-to-face instruction to technology-enhanced and learner-centered educational models. The increasing adoption of blended learning, online learning, flipped classrooms, and digital assessment requires academic staff to possess sufficient confidence in using educational technologies. According to the UNESCO (2023), educators' digital competence and confidence are among the most critical determinants of successful digital transformation in education. Similarly, the World Bank (2024) emphasizes that digital skills among educators are fundamental to improving educational quality and preparing graduates for participation in the digital economy.

In Nigerian tertiary institutions, significant investments have been made in ICT infrastructure and e-learning initiatives to improve access to quality education. Many universities have deployed Learning Management Systems to complement conventional classroom instruction, promote blended learning, and improve institutional efficiency. Nevertheless, evidence suggests that the utilization of these platforms remains inconsistent among academic staff. While some lecturers actively integrate LMS platforms into their teaching by uploading course materials, administering assessments, and engaging students online, others continue to rely predominantly on traditional face-to-face instructional methods. This variation in LMS utilization has been attributed to factors such as digital confidence, ICT competence, access to technological infrastructure, institutional support, professional development opportunities, internet connectivity, and prior experience with educational technologies.

The concept of digital confidence extends beyond the possession of technical skills. It incorporates lecturers' perceived self-efficacy, motivation, adaptability, and readiness to embrace technological innovations in teaching. The Albert Bandura's Social Cognitive Theory posits that individuals who possess strong self-efficacy beliefs are more likely to engage confidently in challenging tasks and persist when encountering obstacles. Applied to educational technology, lecturers who believe in their digital capabilities are more willing to adopt Learning Management Systems and integrate them effectively into their instructional practices. Therefore, digital confidence serves as an important predictor of technology acceptance, innovation, and sustained LMS utilization.

Several empirical studies have demonstrated that digital confidence significantly influences lecturers' willingness to adopt educational technologies. Adeoye and Adeoye (2020) reported that lecturers' ICT competence positively influenced e-learning adoption in Nigerian universities. Similarly, Almaiah et al. (2020) found that instructors' technological competence, organizational support, and digital readiness significantly predicted Learning Management System utilization in higher education. International studies have also shown that educators with higher levels of digital confidence demonstrate greater engagement with online teaching technologies, adaptive learning environments, and digital assessment tools (Scherer et al., 2021). However, many lecturers in developing countries continue to experience moderate levels of digital confidence due to inadequate training, limited technical support, poor internet infrastructure, and insufficient institutional investment in digital capacity building.

Demographic variables such as gender, age, academic qualification, teaching experience, and institutional type have been identified as important factors influencing digital confidence and LMS utilization. Younger lecturers often demonstrate greater confidence in using digital technologies due to increased exposure to ICT during their education and professional development. Similarly, lecturers with fewer years of teaching experience may exhibit greater willingness to adopt innovative digital teaching methods than their more experienced counterparts. Gender differences have also been reported to have less impact on the use of LMS as access to technology and digital training opportunities becomes more equitable (Simelane-Mnisi and Mthimunye, 2025) and Ukaegbu and Mohd Zaid ,2025) .

Furthermore, Uwah and Ododo (2022) and Osode, Lautenbach and Goto (2024) highlighted some factors influencing LMS adoption to include digital literacy, institutional support, internet accessibility, and technological readiness among others. Understanding how these demographic characteristics influence digital confidence and LMS utilization is essential for designing targeted interventions that promote inclusive digital transformation in higher education.

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The increasing emphasis on digital transformation, artificial intelligence, online learning, and technology-enhanced education underscores the need for academic staff to continuously develop digital competencies and confidence. As Nigerian tertiary institutions seek to align with global educational trends and national digital economy initiatives, enhancing lecturers' digital confidence becomes a strategic priority for improving instructional quality, learner engagement, institutional competitiveness, and graduate employability. Learning Management Systems represent more than technological platforms; they constitute critical infrastructures for achieving flexible, inclusive, and sustainable higher education.

Despite numerous studies on ICT adoption and e-learning, relatively few have specifically examined the relationship between digital confidence and Learning Management System utilization among academic staff in Nigerian tertiary institutions. Existing studies have largely focused on ICT competence, technology acceptance, or e-learning adoption without adequately addressing how lecturers' confidence in using digital technologies influences their effective utilization of LMS platforms. This gap necessitates further investigation into the level of digital confidence possessed by academic staff, the extent of LMS utilization, and the influence of demographic variables on these constructs.

Therefore, this study seeks to examine digital confidence and the use of Learning Management Systems among academic staff in Nigerian tertiary institutions. The findings are expected to provide empirical evidence that will guide policymakers, institutional administrators, ICT directors, and educational technology practitioners in developing strategies for strengthening digital confidence, improving LMS utilization, and enhancing the quality of technology-enabled teaching and learning in Nigerian higher education.

Objectives of the Study

The main objective of this study was to investigate digital confidence and the use of Learning Management Systems among academic staff in Nigerian tertiary institutions.

Specifically, the study sought to:

1. determine the level of digital confidence among academic staff in Nigerian tertiary institutions;
2. examine the extent of LMS utilization among academic staff;
3. identify challenges affecting LMS adoption among academic staff;
4. determine the relationship between digital confidence and LMS utilization;

Research Questions

The following research questions guided the study:

1. What is the level of digital confidence among academic staff in Nigerian tertiary institutions?
2. To what extent do academic staff utilize Learning Management Systems?
3. What challenges affect LMS adoption among academic staff?

Research Hypothesis

H_{01}: There is no significant relationship between digital confidence and LMS utilization among academic staff in Nigerian tertiary institutions.

Literature Review

Digital Confidence

Digital confidence refers to the ability and willingness of individuals to effectively use digital technologies for professional and personal activities. It includes digital literacy, technological competence, and self-efficacy in operating digital tools. Digital confidence refers to the combination of skills, mindset, and self-belief required to effectively use and innovate with technology. It includes skills, critical thinking, adaptability and self efficacy.

Skills implies technical competence, this forms the foundation of digital confidence. It involves the ability to effectively use digital devices such as computers, smartphones, and software applications for various tasks. Beyond basic usage, it includes knowledge of coding, data handling, and system operations. Skills such as programming, database management, and navigating online platforms enable individuals to create, analyze, and manage digital content. For lecturers in this 21st century, developing technical competence is essential for transitioning from being passive users to active creators of technology-driven solutions

(Onuoha & Akinyemi, 2021).

Furthermore, Critical thinking is a vital component of digital confidence, as it enables individuals to assess the credibility, relevance, and accuracy of digital information. In an era of information overload, the ability to distinguish between reliable and misleading content is crucial. Digital problem-solving also requires logical reasoning, analytical skills, and creativity to address real-world challenges using technology. By developing critical thinking skills, lecturers can make informed decisions, engage responsibly online, and use digital tools to innovate and solve problems relating to teaching and learning effectively.

Technology is constantly evolving, making adaptability a key aspect of digital confidence. Individuals must be willing and able to learn new tools, platforms, and systems as they emerge. Adaptability involves openness to change, continuous learning, and resilience in the face of technological challenges (Alumona and Akinseinde, 2023). For academic staff in higher institutions, this means staying updated with emerging trends such as artificial intelligence, data science, and cybersecurity. An adaptable mindset ensures long-term relevance and success in a rapidly changing digital landscape.

Self-efficacy refers to an individual's belief in their capacity to successfully perform tasks and achieve goals. In the context of digital confidence, it is the confidence to engage with technology, overcome challenges, and persist despite difficulties. High self-efficacy encourages experimentation, learning from mistakes, and taking initiative in digital environments. For lecturers, building self-efficacy is particularly important in overcoming societal stereotypes and

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barriers in ICT. When lecturers believe in their abilities, they are more likely to pursue opportunities, develop skills, excel and make great impacts that improve academic and research outputs.

In summary, digital confidence enables lecturers to integrate technology into instructional delivery, communicate effectively with students, and participate in online learning activities.

Overview of Learning Management Systems (LMS)

Learning Management Systems (LMS) or Learning Content Management Systems (LCMS) are the core e-learning platforms evolved as one of the major development of information and communication technologies applied in teaching and learning. It is developed for the purpose of transferring knowledge from teachers to learners irrespective of location, personal and social-economic characteristics of learners and teachers. LMS is a server-based software program that interfaces with a database containing information about users, courses and contents. The database of LMS consists of the course or subject contents, audio-visuals contents, information and communication technology media, and actors (learners and teachers) data.

According to Mohammed *et al* (2021), LMS are based on repositories of digital content, called learning objects, which resemble libraries where the volumes are electronic files in different formats, those supported by the e-learning standard that the platform supports, in addition these platforms have creation functions of courses and trajectories, application and qualification of examinations, examination simulators, user registration and more. LCMS, although the term is currently used as a synonym for LMS, can be seen as a version with greater functionality than an LMS, since they do not only have the functions of a Learning Management System, but also include the entire cycle of creation, publication , delivery and measurement of content usage, What distinguishes this type of platform from other types of information systems is its instructional content, while others store data, information or knowledge, these systems store information and knowledge in the form of learning objects, that is, capsules of necessary contents and sufficient for the achievement of an educational objective. This feature requires special types of storage in order to support interoperability and authoring tools. Learning Management Systems are software platforms designed to facilitate online teaching, learning, assessment, and communication. LMS platforms commonly used in tertiary institutions include Moodle, Blackboard, Canvas, and Google Classroom. These platforms support blended learning and enhance access to educational resources, collaboration, and instructional management.

Learning Management Systems are open-source software packages. A LMS is a software application used to manage all aspects of the learning and teaching processes (Turnbull *et. al*., 2019). It is used for administrating, documenting, tracking, reporting, automating, and delivering educational content of different types, such as courses, training programs, and learning and development programs. The features of a typical Learning Management System (LMS) are classified into actors and the modules, the actors are the learners, teachers, and administrators, while the modules include the user management which manages the account, roles, and permissions, the course management which allows for the creation, management and organization of course content, assignments, and assessments.

Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) is a theory that models how users get to a point where they accept or reject a technology solution. TAM is intended to provide an explanation on the determinants which influence the acceptance and rejection of systems within an organization (Davis et al., 1989). TAM assumes that beliefs about usefulness and ease of use are always the primary determinants of the adoption of information technologies in organizations. The theory suggests that these two determinants serve as the basis for attitudes towards using a particular system which, in turn, determines the intention to use, and generates the actual usage behaviour (Venkatesh et al., 2003). Thus, the model is suitable for examining the factors which cause people to accept or reject IT solutions in organizations. In TAM, there are two main determinants of technology acceptance: perceived usefulness and perceived ease of use.

Academic staff are more likely to utilize LMS platforms when they perceive them as useful, easy to operate, and beneficial to teaching activities.

Research Methodology

A descriptive survey design was adopted. The population consisted academic staff from selected Nigerian universities, polytechnics, and colleges of education. Using Cochran's formula, a sample of 300 academic staff was selected using stratified random sampling techniques. Data were collected using a structured questionnaire titled "Digital Confidence and Learning Management Systems Utilization Questionnaire (DCLMSUQ)". The questionnaire consisted of sections measuring demographic information, digital confidence, LMS utilization, challenges affecting LMS adoption, strategies for improving LMS utilization. Responses were measured using a four-point Likert scale including Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2, Strongly Disagree (SD) – 1, The instrument was validated by experts in Educational Technology and Measurement and Evaluation. Cronbach Alpha reliability coefficient of 0.87 was obtained, indicating high reliability. Data were analyzed using frequency counts, percentages, mean scores, standard deviation, and Pearson Product Moment Correlation (PPMC). A criterion mean of 2.50 was used for decision making.

4.0 Results

4.1 Demographic Distribution

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Table 1: Distribution of Respondents by Gender, Age and Year of Experience

Demographic Characteristics	Categories	Frequency	Percentage (%)
Gender	Male	178	59.3
	Female	122	40.7
	Total	**300**	**100**
Age	20–30 years	42	14.0
	31–40 years	96	32.0
	41–50 years	108	36.0
	51 years and above	54	18.0
	Total	**300**	**100**
Years of Teaching Experience	1–5 years	58	19.3
	6–10 years	94	31.3
	11–15 years	87	29.0
	16 years and above	61	20.4
	Total	**300**	**100**

The table 1 shows the percentages of the different categories of participants. For gender, the male respondents constituted 59.3% while female respondents constituted 40.7% of the study population. For age, respondents aged 41–50 years constituted the highest percentage (36.0%), while respondents aged 20–30 years constituted the least percentage (14.0%). For years of experience, the majority of respondents had between 6–10 years of teaching experience, while the least number of participant were those who had work for 1 to 5 years (19.3%).

Research Question 1: What is the level of digital confidence among academic staff?

Table 2:Level of digital confidence among academic staff in Tertiary Institutions in Nigeria

S/N	Item	Mean	SD	Decision
1	I can effectively use digital tools for teaching.	3.12	0.81	Agree
2	I am confident using LMS platforms.	2.98	0.76	Agree
3	I can upload course materials online without assistance.	3.20	0.72	Agree
4	I can conduct online assessments using LMS.	2.85	0.89	Agree

Grand Mean = 3.04

The findings revealed that academic staff possessed moderate digital confidence.

Research Question 2: To what extent do academic staff utilize LMS platforms?

Table 3: Extent of Utilization of LMS platform by academic staff in Nigerian Tertiary Institutions

S/N	Item	Mean	SD	Decision
1	I upload lecture materials using LMS.	3.01	0.78	Agree
2	I administer assignments through LMS.	2.94	0.83	Agree
3	I communicate with students through LMS.	2.88	0.85	Agree
4	I conduct online tests using LMS.	2.70	0.91	Agree

Grand Mean = 2.88

The findings revealed moderate utilization of LMS platforms among academic staff.

Table 4: Mean Analysis of Digital Confidence Based on Gender

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Male lecturers demonstrated slightly higher digital confidence than female lecturers.

Table 5: Mean Analysis of LMS Utilization Based on Gender

Gender	N	Mean	SD	Decision
Male	178	3.01	0.79	Moderate
Female	122	2.80	0.86	Moderate

Male lecturers utilized LMS platforms slightly more than female lecturers.

Table 6: Mean Analysis of Digital Confidence Based on Age Range

Age Range	N	Mean	SD	Decision
20–30 years	42	3.35	0.62	High
31–40 years	96	3.18	0.71	High
41–50 years	108	2.94	0.80	Moderate
51 years and above	54	2.70	0.89	Moderate

Younger lecturers demonstrated higher digital confidence than older lecturers.

Table 7: Mean Analysis of LMS Utilization Based on Age Range

Age Range	N	Mean	SD	Decision
20–30 years	42	3.22	0.66	High
31–40 years	96	3.05	0.74	Moderate
41–50 years	108	2.81	0.85	Moderate
51 years and above	54	2.63	0.90	Moderate

Younger academic staff utilized LMS platforms more effectively than older lecturers.

Table 8: Mean Analysis of Digital Confidence Based on Years of Teaching Experience

Years of Experience	N	Mean	SD	Decision
1–5 years	58	3.30	0.67	High
6–10 years	94	3.14	0.72	High
11–15 years	87	2.90	0.81	Moderate
16 years and above	61	2.75	0.88	Moderate

Lecturers with fewer years of teaching experience demonstrated higher digital confidence.

Table 9: Mean Analysis of LMS Utilization Based on Years of Teaching Experience

Years of Experience	N	Mean	SD	Decision
1–5 years	58	3.18	0.69	High
Male	178	3.12	0.74	High
Female	122	2.95	0.81	Moderate
6–10 years	94	3.02	0.75	Moderate
11–15 years	87	2.79	0.83	Moderate
16 years and above	61	2.61	0.91	Moderate

Lecturers with fewer years of teaching experience utilized LMS platforms more effectively than highly experienced lecturers.

Research Question 4: What challenges affect LMS adoption among academic staff?

Table 10: Mean Analysis of Challenges Affecting LMS Adoption Among Academic Staff

S/N	Items	Mean	SD	Decision
1	Poor internet connectivity affects LMS usage.	3.42	0.68	Agree
2	Unstable electricity supply limits online teaching activities.	3.38	0.71	Agree
3	Lack of ICT infrastructure affects LMS implementation.	3.26	0.77	Agree
4	Inadequate training affects the use of LMS platforms.	3.11	0.82	Agree
5	High internet subscription costs discourage LMS usage.	3.29	0.75	Agree
6	Lack of institutional support affects LMS adoption.	3.05	0.84	Agree
7	Technical problems discourage the use of LMS platforms.	3.14	0.79	Agree
8	Some lecturers resist the use of digital technologies for teaching.	2.97	0.88	Agree
9	Limited access to digital devices affects LMS utilization.	3.08	0.83	Agree
10	Insufficient technical support affects online teaching activities.	3.19	0.78	Agree

Grand Mean = 3.19

The findings revealed that several factors hinder Learning Management Systems adoption among academic staff in Nigerian tertiary institutions. Major challenges identified included poor internet connectivity, unstable electricity supply, high internet subscription costs, inadequate ICT infrastructure, insufficient technical support, and limited training opportunities. The study also showed that some lecturers still resist the use of digital technologies for teaching due to low digital readiness. Overall, the grand mean score of

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3.19 indicated that respondents agreed these infrastructural, technical, and human-related factors significantly affect LMS utilization.

Hypothesis Testing

Ho_1: There is no significant relationship between digital confidence and LMS utilization among academic staff in Nigerian tertiary institutions.

Table 11: Pearson Product Moment Correlation Analysis Showing the Relationship Between Digital Confidence and LMS Utilization

Variables	N	Mean	SD	r-value	p-value	Decision
Digital Confidence	300	3.04	0.80	0.72	0.001	Significant
LMS Utilization	300	2.88	0.84			

The result presented in Table 11 shows the relationship between digital confidence and Learning Management Systems (LMS) utilization among academic staff in Nigerian tertiary institutions. The analysis revealed a Pearson correlation coefficient (r-value) of 0.72 with a p-value of 0.001. Since the p-value is less than the 0.05 level of significance, the relationship between digital confidence and LMS utilization is statistically significant. Higher digital confidence significantly increases lecturers' effective LMS adoption, utilization, instructional delivery, communication, assessment, and technology integration in tertiary institutions.

5.1 Discussion of Findings

The study revealed that academic staff in Nigerian tertiary institutions possessed moderate digital confidence and moderately utilized **Learning Management System (LMS) platforms** is consistent with the studies by Adeoye and Adeoye (2020) who reported that lecturers in Nigerian universities exhibited moderate ICT competence, which significantly influenced their adoption of e-learning technologies. Similarly, UNESCO (2023) observed that while many educators possess intermediate digital competencies, effective use of digital learning technologies requires sustained professional development and institutional support. The World Bank (2024) likewise noted that educators in developing countries often face infrastructural and training challenges that limit optimal use of advanced digital learning systems. Internationally, Almaiah et al. (2020) found that instructors' utilization of LMS platforms remained moderate because of technological, organizational, and support-related constraints.

The findings also showed that male lecturers demonstrated slightly higher digital confidence and LMS utilization than female lecturers. This agrees with previous empirical studies of Idika et al. (2025) who found that male lecturers in Nigerian universities exhibited higher e-learning readiness, more positive attitudes toward e-learning, and lower anxiety than female lecturers, Ohiwerei (2016) reported that male lecturers utilized ICT facilities for teaching more frequently than their female counterparts. Scherer et al. (2023) also observed that male lecturers reported slightly higher technological self-efficacy for online teaching, although the differences were relatively small. These findings suggest that disparities in digital confidence may be influenced by previous technology experience, institutional support, and access to professional development opportunities. However, the studies by Simelane-Mnisi and Mthimunye (2025) and Ukaegbu and Mohd Zaid (2025) found no significant gender differences in LMS competence, indicating that increased access to technology and continuous professional development are narrowing the digital confidence gap between male and female lecturers.

The findings further showed that younger lecturers and lecturers with fewer years of teaching experience exhibited stronger digital confidence and greater LMS utilization than older lecturers and highly experienced staff. This is supported by the researches by Ukaegbu and Mohd Zaid (2025) who found that age significantly influenced lecturers' utilization of Learning Management Systems, with younger lecturers reporting greater engagement and fewer technological barriers than older lecturers. Similarly, Yushau and Nannim (2020) reported that age and years of teaching experience significantly influenced ICT utilization among Nigerian university lecturers, suggesting that younger academics were generally more receptive to educational technologies. Osode et al. (2024) further observed that lecturers' digital readiness and competence were important determinants of LMS adoption in Nigerian universities. At the international level, Liesa-Orús et al. (2023) demonstrated that university lecturers' digital competence is closely associated with technology integration and continuous exposure to digital tools. Collectively, these studies support the present finding that younger lecturers tend to possess higher digital confidence and utilize LMS platforms more effectively than their older and more experienced counterparts, likely because of greater familiarity with digital technologies, stronger technology self-efficacy, and more recent exposure to technology-enhanced teaching practices.

6.1 Conclusion

The study concluded that digital confidence significantly influences the utilization of Learning Management Systems among academic staff in Nigerian tertiary institutions. Demographic variables such as gender, age, and years of teaching experience also influence digital confidence and LMS usage. Younger lecturers and lecturers with fewer years of teaching experience demonstrated stronger digital confidence and higher LMS utilization than older and more experienced lecturers.

7.1 Recommendations

Based on the findings, the study recommended that:

1. Tertiary institutions should organize regular digital literacy and LMS training for academic staff;
2. Government and institutional authorities should improve ICT infrastructure and internet accessibility;

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3. Technical support services should be provided for lecturers using LMS platforms;
4. Institutions should develop policies that promote digital learning and LMS integration;
5. Older lecturers should receive specialized training and mentoring in digital technologies;
6. Stable electricity supply should be prioritized to support e-learning activities.

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