

**UNDERGRADUATE STUDENT SELF-EFFICACY ON THEIR USE OF
LEARNING MANAGEMENT SYSTEMS**

**Chinemerem Faith OCHIAGHA
EDU1903216**

**FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY
UNIVERSITY OF BENIN**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
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CERTIFICATION

We the undersigned, certify that this research project was carried out by **Chinemerem Faith OCHIAGA** with the matriculation number **EDU1903216** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

Mr. Osemwengie Ero
Project Supervisor

Dr. (Mrs.) A.H. Oyakhirome
Project Coordinator

Date

Date

Dr. Festus O. Idehen
Head of Department

Date

DEDICATION

This study is dedicated to God Almighty for His divine mercy, love wisdom and understanding granted through this study.

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I am profoundly grateful to God Almighty for His endless grace, wisdom, and strength that have made this work possible

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ABSTRACT

This study investigated undergraduate students' self-efficacy in using Learning Management Systems (LMS) and its influence on their engagement in academic activities and overall academic performance. Self-efficacy, defined as an individual's belief in their own capabilities to successfully perform a specific task or achieve a desired outcome, is a critical predictor of motivation and learning in digital education environments.

The research employed a descriptive survey design, collecting data from 100 randomly selected undergraduate students at the University of Benin, Benin City, Edo State. Data were gathered using a structured questionnaire and analyzed using descriptive statistics, including mean scores. The findings consistently revealed a strong positive relationship between students' self-efficacy in using LMS and their academic engagement and performance. Students with higher self-efficacy in using LMS were found to sustain engagement by remaining actively involved in their coursework, logging in regularly, and following lectures. Furthermore, confidence was shown to increase participation, as these students were more likely to engage in academic discussions, encouraging interaction and communication. Crucially, confident students invested greater effort and time in online academic tasks and persisted even when facing challenges. These behaviors translate directly into enhanced performance, as their self-efficacy improved their ability to perform well in assessments, understand course content better, and ultimately achieve higher grades.

The study concludes that self-efficacy is a crucial psychological factor that determines the effective utilization of LMS platforms, serving as a motivational and cognitive driver for both student engagement and academic success. This work addresses the need for context-specific evidence in Nigerian higher education, highlighting that access to technology alone is insufficient; students' belief in their ability to use these systems effectively is paramount for maximizing the benefits of digital learning.

CHAPTER ONE

INTRODUCTION

Background to the Study

Self-efficacy is a concept that has gained significant attention in the field of education, particularly in relation to students' motivation and learning. Self-efficacy refers to an individual's belief in their own capabilities to successfully perform a specific task or achieve a desired outcome (Zimmerman, 2020). It is considered an essential motive to learn and has been found to be a highly effective predictor of students' motivation and learning (Zimmerman, 2020).

Self-efficacy beliefs have been found to be sensitive to changes in students' performance context and to interact with self-regulated learning processes. They also mediate students' academic achievement. When individuals have high self-efficacy, they tend to approach challenges with confidence, persevere in the face of obstacles, and are more likely to set ambitious goals and put effort into achieving them. Conversely, low self-efficacy can lead to self-doubt, avoidance of challenges, and decreased motivation (Hayat 2020). Educators have long recognized the importance of students' beliefs about their academic capabilities in their motivation and academic achievement (Zimmerman, 2020; Hayat 2020). In the context of undergraduate students' self-efficacy in their use of Learning In Learning Management Systems (LMS), several studies have been conducted to explore the relationship between self-efficacy and various factors such as psychological well-being, behavioral intention to use LMS, and technology acceptance.

Learning Management Systems (LMS) are software platforms designed to facilitate the management, delivery, and tracking of educational courses and training programs. LMS serve as centralized online platforms where instructors can create and organize course content, interact with students, and monitor their progress, while students can access course materials, participate in discussions, submit assignments, and receive feedback (Bradley 2021). According to Bradley (2021) LMS allows instructors to create and organize course content, including lesson materials, multimedia resources, quizzes, and assessments. They can act as repositories for course materials, making it easy for students to access readings, lecture notes, multimedia content, and other learning resources from anywhere, at any time and provide communication tools such as discussion forums, messaging systems, and announcements, enabling students and instructors to interact and collaborate in a virtual learning environment (Hollister 2022)

This study focuses on undergraduate students' self-efficacy in using the features and functions of Moodle as a learning management system. It examines how students' confidence in navigating and utilizing Moodle influences their engagement in academic activities and overall academic performance. The study also explores the role of Moodle in shaping students' self-efficacy, highlighting the interplay between LMS use, student engagement, and learning outcomes.

Statement of the Problem

The integration of Learning Management Systems (LMS) such as Moodle into higher education has transformed the teaching and learning landscape, offering students access

to course materials, assignments, discussions, and assessments beyond the physical classroom. Despite these benefits, many undergraduate students continue to face challenges in effectively navigating and utilizing LMS platforms. Research has shown that students often encounter difficulties in understanding LMS interfaces, locating course resources, submitting assignments, and participating in online discussions, which can negatively affect their learning experiences and outcomes (Almaiah, Al-Khasawneh, & Althunibat, 2020).

A critical factor influencing students' effective use of LMS is self-efficacy, defined as the belief in one's ability to successfully perform specific tasks. Students with low self-efficacy may feel anxious or uncertain when using LMS features, leading to underutilization of available resources and reduced engagement in academic activities. Conversely, students with high self-efficacy are more likely to explore LMS functionalities, interact with peers and instructors, and complete tasks efficiently, which can positively impact their academic performance (Tarhini, Hone, & Liu, 2014).

In the Nigerian context, studies have reported similar challenges. Many undergraduates encounter difficulties navigating Moodle due to inadequate training, limited digital literacy, and inconsistent internet connectivity, which can undermine their confidence in using the system (Yakubu, 2020). This creates a situation where the potential benefits of Moodle in enhancing learning outcomes and engagement are not fully realized. Therefore, understanding undergraduate students' self-efficacy in using Moodle, and how it affects

their engagement and academic performance, is crucial for designing interventions and support mechanisms that promote effective use of LMS in higher education.

This study focuses on undergraduate students' self-efficacy in using the features and functions of Moodle as a learning management system. It examines how students' confidence in navigating and utilizing Moodle influences their engagement in academic activities and overall academic performance. The study also explores the role of Moodle in shaping students' self-efficacy, highlighting the interplay between LMS use, student engagement, and learning outcomes.

Research Objectives

The main objective of this study is to investigate undergraduate students' self-efficacy in using Learning Management Systems (LMS) and its influence on their engagement and academic performance. The specific objectives are to:

1. Examine undergraduate students' perceptions of their self-efficacy in using the features and functions of LMS.
2. Determine the relationship between students' self-efficacy in using LMS and their engagement in academic activities.
3. Assess the impact of students' self-efficacy in using LMS on their academic performance.
4. Explore how the use of LMS contributes to enhancing undergraduate students' self-efficacy in learning.

Purpose of the Study

The main objective of this study is to investigate undergraduate students' self-efficacy in using Learning Management Systems (LMS) and its influence on their engagement and academic performance. The specific objectives are to:

1. Examine undergraduate students' perceptions of their self-efficacy in using the features and functions of LMS.
2. Determine the relationship between students' self-efficacy in using LMS and their engagement in academic activities.
3. Assess the impact of students' self-efficacy in using LMS on their academic performance.
4. Explore how the use of LMS contributes to enhancing undergraduate students' self-efficacy in learning.

Significance of the Study

The findings of the study will be of benefit to school management, students, and researchers.

The findings of the study will be of benefit to school management as it will inform educational practices and also expose them on the need to provide supporting and enabling environment for students use of learning management systems in higher education.

The findings of the study will also be of benefit to students as it will expose them to how self-efficacy impacts students' use of learning management systems. The study will

provide insights into strategies that can enhance students' abilities to utilize these tools effectively, potentially improving their overall academic performance and success.

This study will help teachers understand how students' confidence in using a Learning Management System affects their engagement and academic performance. With this insight, teachers can provide better guidance, support, and instructional strategies to help students navigate LMS features effectively. It will also enable teachers to design more interactive and engaging online activities, improving overall learning outcomes.

Finally, the study will be of benefit to researchers as the findings of the study properly documented will add to the body of reference point for further research in the line of the study.

Scope and Delimitation of the Study

The study covers undergraduate students' self-efficacy on their use of Learning Management Systems. The study is delimited to undergraduate students in University of Benin, Benin City, Edo State.

Definition of Terms

Self-efficacy: Self-efficacy refers to an individual's belief in their own capabilities to successfully perform a specific task or achieve a desired outcome.

Learning Management Systems: Learning Management Systems are software platforms designed to facilitate the management, delivery, tracking, and reporting of educational courses and training programs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter presents a review under the following sub-headings

Theoretical Framework

- Theoretical Framework
- Concept of Learning Management Systems
- Self-Efficacy in Education
- Students' Self-Efficacy in Using Learning Management Systems
- Impact of Self-Efficacy on Student Engagement
- Relationship Between Learning Management Systems Self-Efficacy and Academic Performance
- Summary of Reviewed Literature

Theoretical Framework

The theoretical foundation of this study is anchored on Self-Efficacy Theory, which was propounded by Albert Bandura and has remained one of the most influential frameworks for understanding human motivation, behavior, and performance in educational settings. Self-Efficacy Theory explains how individuals' beliefs about their capabilities influence the choices they make, the effort they invest in tasks, their persistence when faced with challenges, and their eventual performance outcomes. In the context of higher education and digital learning, this theory provides a strong lens for explaining how undergraduate students' perceptions of their ability to use Learning Management Systems influence their

engagement and academic performance. Bandura (1997) posits that individuals who believe they can perform a task successfully are more likely to engage actively, persist longer, and achieve better outcomes than those who doubt their capabilities.

Within educational environments supported by Learning Management Systems, self-efficacy plays a crucial role in shaping how students interact with digital learning platforms. Students' beliefs about their ability to navigate Learning Management Systems, access learning materials, submit assignments, participate in discussions, and complete online assessments directly influence their level of engagement and learning behavior. When students possess high self-efficacy, they are more confident in exploring system features, managing online learning tasks, and overcoming technical or academic difficulties. Research has shown that self-efficacy is a significant predictor of students' willingness to engage with digital technologies and persist in online learning activities (Bandura, 1997; Yokoyama, 2024). This indicates that self-efficacy functions as a motivational mechanism that drives students' interaction with Learning Management Systems.

Self-Efficacy Theory also explains the relationship between self-efficacy and student engagement by emphasizing the role of personal beliefs in regulating behavior. According to the theory, students with strong self-efficacy are more likely to demonstrate higher behavioral, cognitive, emotional, and social engagement in learning activities. These students tend to invest more effort in academic tasks, employ effective learning strategies, and maintain positive emotional attitudes toward learning. In Learning Management

System environments, such students are more likely to participate actively in discussion forums, complete assignments independently, and collaborate with peers. Empirical studies have confirmed that self-efficacy significantly influences students' engagement in online and blended learning contexts (Getenet, 2024; Zhao, 2022). This aligns with Bandura's assertion that belief in one's capability is a key determinant of action and persistence.

Furthermore, Self-Efficacy Theory provides a framework for understanding how self-efficacy influences academic performance through engagement. Bandura (1997) explains that self-efficacy affects performance not directly, but through its impact on effort, persistence, and strategy use. In Learning Management System-supported learning environments, students with high self-efficacy are more likely to engage deeply with course materials, monitor their learning progress, and respond constructively to feedback. These behaviors contribute to improved academic outcomes such as higher grades, better comprehension, and improved task completion. Studies in digital learning contexts have demonstrated that students' confidence in using educational technologies is positively associated with improved academic performance (Almaiah, 2020; El-Gazar, 2024).

The relevance of Self-Efficacy Theory to this study lies in its ability to explain how undergraduate students' perceptions of their capabilities influence their use of Learning Management Systems, their level of engagement, and their academic performance. By applying this theoretical framework, the study assumes that students who perceive themselves as competent users of Learning Management Systems will engage more

actively in learning activities and achieve better academic outcomes. Conversely, students with low self-efficacy may exhibit reduced engagement and poorer academic performance despite having access to the same learning resources. This theoretical perspective therefore provides a strong foundation for examining the relationship between undergraduate students' self-efficacy, their engagement with Learning Management Systems, and their academic performance.

Concept of Learning Management Systems

A Learning Management System (LMS) is a software platform designed to support the administration, documentation, delivery, and assessment of educational courses and training programs. LMS platforms provide a centralized environment where educators can organize course content, deliver instructional materials, monitor student progress, facilitate interaction, and assess learning outcomes (Almaiah, Al-Khasawneh, & Althunibat, 2020). Over the last two decades, LMS platforms have become indispensable in higher education due to the rapid advancement of digital technologies and the shift towards blended and fully online learning modalities.

Types of Learning Management Systems generally fall into three categories: open-source LMS, proprietary/commercial LMS, and cloud-based LMS. Open-source LMS, such as Moodle, Sakai, and ATutor, allow institutions to customize and adapt the platform according to their needs without licensing costs (Buzzetto-More, 2019). Proprietary LMS, like Blackboard Learn and Canvas, are commercially developed platforms that often provide advanced features, technical support, and integration with institutional systems

but require subscription or licensing fees. Cloud-based LMS, including CourseSites and Google Classroom, offer hosted solutions accessible via the internet, reducing the need for local server infrastructure and IT maintenance (Gamage, Ayres, & Behrend, 2022).

Among these, Moodle has emerged as the most widely used Learning Management System in Nigerian universities. Moodle is an open-source platform designed to promote collaborative, interactive, and learner-centered education. It offers a comprehensive range of functionalities, including course content delivery, discussion forums, quizzes, assignment submission, and grading tools, as well as features for multimedia integration (Yakubu, 2020). Its flexibility allows institutions to customize the platform, add plugins, and create courses that align with their pedagogical goals. Furthermore, Moodle supports asynchronous and synchronous learning, enabling students to access resources and participate in activities at their own pace while interacting with peers and instructors (Huang, Lin, & Cheng, 2020).

In Nigeria, universities such as the University of Ibadan, University of Lagos, and Obafemi Awolowo University have deployed Moodle extensively to facilitate learning and teaching processes. Research indicates that Moodle adoption has enhanced students' ability to engage with course content, complete assignments online, and participate in academic discussions (Akanbi & Okunade, 2021). Moodle's open-source nature, low cost, and adaptability make it particularly suitable for Nigerian institutions that face financial constraints and infrastructural challenges.

Despite its advantages, the effectiveness of Moodle depends largely on students' ability to navigate and use its features efficiently. Studies reveal that undergraduate students often encounter difficulties in locating resources, submitting assignments, and participating in discussions due to limited digital literacy or unfamiliarity with the system (Almaiah et al., 2020). These challenges can affect students' engagement and academic performance, highlighting the importance of examining students' self-efficacy in using Moodle. Providing training, guidance, and technical support is crucial to enhance students' confidence and ensure they benefit fully from the platform's capabilities.

Furthermore, the COVID-19 pandemic underscored the importance of LMS platforms like Moodle. Universities that had established Moodle systems were able to transition more smoothly to online learning, maintaining continuity in education and minimizing disruptions (Almaiah et al., 2020). However, challenges such as limited internet connectivity, inadequate devices, and low confidence in using Moodle affected some students' learning experiences. This underscores the importance of understanding students' perceptions of their self-efficacy in using Moodle and its impact on engagement and academic performance.

Concept of Self-Efficacy

Self-efficacy is a central concept in educational psychology, referring to an individual's belief in their capacity to organize and execute the actions necessary to achieve specific goals. Albert Bandura introduced the concept, emphasizing that self-efficacy is a critical determinant of how individuals think, feel, motivate themselves, and behave in different

contexts, including education (Bandura, 1997). In higher education, self-efficacy has a significant influence on students' academic motivation, learning strategies, persistence in the face of challenges, and overall performance. Students with high self-efficacy are more likely to engage deeply with academic tasks, set challenging goals, and persist when encountering difficulties, while students with low self-efficacy often experience anxiety, avoid challenging tasks, and may exhibit poor academic outcomes (Bandura, 1997; Yokoyama, 2024).

Self-efficacy encompasses multiple dimensions that influence learning. Cognitive self-efficacy refers to learners' confidence in understanding and mastering course content. Behavioral self-efficacy relates to the belief in one's ability to successfully perform tasks and manage learning activities. Emotional self-efficacy refers to the capacity to regulate negative emotions, such as anxiety, stress, and frustration, during learning (Schunk and DiBenedetto, 2020). In digital and online learning environments, these dimensions extend to what scholars describe as digital self-efficacy, which is the belief in one's ability to effectively use digital tools and platforms, including Learning Management Systems, for learning purposes (Getenet, Cantle, Redmond, and Albion, 2024; Şeker and Karagül, 2023). Digital self-efficacy has become increasingly important as educational institutions adopt online and blended learning approaches that require learners to navigate technological platforms confidently.

Self-Efficacy in Education

In education, self-efficacy plays a pivotal role in shaping students' academic behaviors and outcomes. It influences how students approach tasks, the level of effort they expend, and their perseverance when faced with obstacles (Bandura, 1997; Güçlü, Draganović, and Elen, 2024). High self-efficacy students demonstrate stronger motivation, adopt effective learning strategies, and maintain focus even under challenging conditions, whereas students with low self-efficacy may experience decreased motivation, avoidance of difficult tasks, and lower academic achievement.

Research has consistently shown that self-efficacy affects students' engagement in both traditional and technology-mediated learning environments. Students who believe in their abilities to succeed in learning tasks are more likely to explore course content, participate in discussions, complete assignments, and interact meaningfully with instructors and peers. For example, digital self-efficacy strongly predicts students' engagement with online platforms, including the extent to which they access learning materials, use discussion forums, and manage assessments independently (Getenet, Cantle, Redmond, and Albion, 2024; Şeker and Karagül, 2023). In Nigerian higher education contexts, studies indicate that students with high self-efficacy are more likely to make effective use of Learning Management Systems such as Moodle, resulting in higher academic performance, while students with low self-efficacy struggle to navigate the platform, submit assignments, and participate in online academic activities (Yakubu, 2020).

Sources and Determinants of Self-Efficacy

According to Bandura (1997), four main sources influence the development of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Mastery experiences involve successfully completing tasks, which provides direct evidence of competence. In educational contexts, mastery experiences might include completing assignments, passing quizzes, or successfully using an LMS feature. Vicarious experiences occur when learners observe peers succeeding in tasks, particularly if they perceive those peers as similar to themselves. Verbal persuasion includes encouragement and feedback from instructors, mentors, or peers that reinforces confidence. Physiological and emotional states, such as anxiety, stress, or fatigue, can either positively or negatively influence self-efficacy depending on the learner's perception and coping mechanisms.

In digital learning environments, these sources are particularly salient. For instance, when students successfully submit assignments on Moodle or participate actively in online discussions, they experience mastery, reinforcing their confidence in using the platform. Observing peers navigating Moodle successfully or receiving guidance and encouragement from instructors enhances vicarious and verbal sources of efficacy. Conversely, students who feel overwhelmed, anxious, or frustrated by LMS navigation may develop low self-efficacy, reducing engagement and learning outcomes (Güçlü, Draganović, and Elen, 2024; Getenet, Cantle, Redmond, and Albion, 2024).

Implications of Self-Efficacy in Education

Self-efficacy significantly shapes students' learning behaviors, engagement, and academic performance. High self-efficacy students are more likely to engage actively with LMS features, utilize digital learning resources effectively, and adopt self-regulated learning strategies, which contribute to better academic results (Huang, Lin, and Cheng, 2020). They are also more capable of managing their learning schedules, collaborating with peers online, and maintaining motivation throughout courses, even in challenging online environments. Low self-efficacy, in contrast, often leads to minimal engagement with LMS tools, avoidance of complex learning tasks, and lower performance (Alshammari, Alhussain, and Alfarhan, 2021).

Recent studies also emphasize that self-efficacy impacts students' psychological well-being and satisfaction with learning. Students who perceive themselves as competent learners report lower levels of stress and anxiety, higher motivation, and better satisfaction with their learning experiences (Güçlü, Draganović, and Elen, 2024). In online and blended learning contexts, this is critical, as students are required to navigate technology, manage time effectively, and maintain self-directed learning behaviors. Educational interventions aimed at increasing self-efficacy, such as guided LMS training, tutorials, and personalized feedback, have been shown to improve both engagement and performance among undergraduate students (Getenet, Cantle, Redmond, and Albion, 2024; Şeker and Karagül, 2023).

Overall, self-efficacy provides a strong framework for understanding students' motivation, engagement, and learning behaviors in educational settings, particularly in digital learning contexts. By focusing on students' beliefs in their ability to succeed, educators can develop targeted interventions that enhance learning outcomes, improve psychological well-being, and ensure effective utilization of learning technologies such as Moodle.

Students' Self-Efficacy in Using Learning Management Systems

Self-efficacy is central to students' effective use of Learning Management Systems, and Moodle provides an ideal context to examine this relationship due to its widespread adoption in higher education. Moodle is a comprehensive platform that offers a variety of functionalities including discussion forums, quizzes, assignment submissions, multimedia learning resources, and a gradebook system, all of which can directly influence students' self-efficacy. Students' self-efficacy in using Moodle refers to their belief in their capacity to navigate these features, utilize them efficiently, and ultimately achieve learning outcomes. High self-efficacy in Moodle use is associated with proactive engagement, persistence in completing tasks, and better academic results, whereas low self-efficacy often results in avoidance of platform tools, minimal interaction, and suboptimal performance (Getenet, Cantle, Redmond, and Albion, 2024).

The discussion forums in Moodle serve as an essential tool for fostering both social and cognitive engagement. Students with high self-efficacy are more likely to participate actively in forums, pose questions, respond to peers, and share ideas, which enhances

understanding of course material and develops critical thinking skills. Participation in these forums also provides opportunities for vicarious learning, where students observe. The assignment submission feature of Moodle also significantly influences self-efficacy. Students who are confident in navigating the submission interface, uploading files correctly, and tracking submission deadlines experience greater control over their learning tasks. Moodle's ability to provide feedback on assignments further reinforces self-efficacy, as students can see evidence of their learning progress and areas for improvement. Those who struggle with this feature, often due to low confidence or limited digital literacy, may submit late or incomplete work, reducing engagement and impacting performance (Yakubu, 2020). Structured orientation sessions and guided tutorials on assignment submission can therefore enhance students' self-efficacy and promote consistent academic engagement.

Moodle's multimedia resources, including videos, interactive presentations, and embedded links, contribute to students' cognitive engagement and self-efficacy. Students who feel competent in accessing, navigating, and learning from multimedia resources are more likely to explore content independently, make connections between concepts, and apply knowledge in practical contexts. High self-efficacy in using multimedia elements encourages students to interact with diverse content formats, promoting deeper understanding and retention of knowledge (Almaiah, Al-Khasawneh, and Althunibat, 2020). This, in turn, translates into improved academic outcomes, as students are able to

apply learned concepts effectively in assessments and real-world problem-solving scenarios.

The gradebook feature in Moodle also plays a critical role in supporting students' self-efficacy and academic performance. When students are able to track their grades, monitor progress, and identify areas of improvement, they develop a sense of control over their learning journey. Students who are confident in interpreting their progress reports can set realistic learning goals, adjust study strategies, and seek support when needed. This self-awareness and proactive engagement strengthen self-efficacy, as students perceive their academic success as attainable through active participation and effective use of Moodle's tools (Getenet, Cantle, Redmond, and Albion, 2024).

Several factors influence students' self-efficacy in using Moodle. Mastery experiences, vicarious learning from peers, verbal persuasion from instructors, and positive emotional states all reinforce students' confidence. Prior experience with technology and perceived ease of use of the platform further strengthen self-efficacy, as students familiar with digital tools navigate Moodle more efficiently and experience less frustration. Additionally, the support structures provided by institutions, including orientation sessions, technical support, and peer collaboration opportunities, play a vital role in enhancing students' confidence and engagement. Structured tutorials that demonstrate Moodle functionalities, clear instructions on assignments, and accessible guidance on using discussion forums and quizzes help students build competence and self-assurance,

resulting in higher engagement and academic performance (Huang, Lin, and Cheng, 2020; Güçlü, Draganović, and Elen, 2024).

The link between Moodle self-efficacy and academic performance is robust and multifaceted. Students who feel competent using Moodle are more likely to explore the platform's full range of features, engage with content meaningfully, complete assignments accurately and on time, and participate in assessments effectively. High self-efficacy encourages self-regulated learning behaviors such as goal-setting, time management, reflection, and feedback integration, which directly contribute to academic achievement (Şeker and Karagül, 2023). Furthermore, Moodle self-efficacy promotes digital competence, providing students with transferable skills in technology, communication, information management, and collaboration that are critical for lifelong learning and professional success (Getenet, Cantle, Redmond, and Albion, 2024). strategies for approaching problems and managing assignments, thereby reinforcing their own self-efficacy (Şeker and Karagül, 2023). Those with lower self-efficacy may hesitate to contribute, limiting their learning experience and engagement. By building confidence in navigating and using discussion forums, instructors can help students perceive Moodle as an accessible and supportive learning environment.

Quizzes and online assessments in Moodle are also central to the development of self-efficacy. Successfully completing quizzes reinforces students' mastery experiences, demonstrating competence in understanding course content and boosting confidence in their ability to engage with the platform. Timely feedback provided by Moodle's

automated or instructor-graded quizzes allows students to identify gaps in knowledge and adjust their learning strategies accordingly. This process not only strengthens self-efficacy but also enhances self-regulated learning behaviors, including planning, monitoring, and reflecting on academic progress (Huang, Lin, and Cheng, 2020). Students who feel confident in completing assessments using Moodle are more likely to persist through challenges, manage time effectively, and achieve higher academic performance.

Impact of Self-Efficacy on Student Engagement

Self-efficacy is a critical determinant of student engagement in higher education, particularly within digital learning environments supported by Learning Management Systems. Self-efficacy refers to students' beliefs about their ability to successfully carry out learning tasks and manage academic demands. Students who possess strong self-efficacy tend to approach learning activities with confidence, persistence, and enthusiasm, which significantly enhances their level of engagement. Bandura (1997) explains that self-efficacy influences the amount of effort individuals invest in tasks and how long they persist when difficulties arise. In online learning contexts, students with high self-efficacy are more likely to interact actively with learning materials and participate meaningfully in platform-based activities. Empirical evidence indicates that self-efficacy is a strong predictor of engagement in technology-mediated learning environments (Getenet, 2024; Yokoyama, 2024).

Behavioural engagement, which includes students' visible participation in academic activities such as accessing course materials, submitting assignments, and contributing to discussion forums, is strongly shaped by self-efficacy. Students who believe in their academic and technological abilities are more likely to engage consistently with Learning Management System features and demonstrate persistence in completing learning tasks. Research has shown that students with higher self-efficacy display greater consistency in online participation and task completion than their less confident peers (Şeker, 2023; Zhao, 2022). Self-efficacy enhances students' willingness to take initiative, attempt challenging tasks, and remain active in learning processes even when faced with academic difficulties. As a result, behavioural engagement increases as students become more confident in navigating Learning Management Systems and managing online learning activities (Almaiah, 2020).

Cognitive engagement, which refers to students' investment in deep learning, critical thinking, and the use of effective learning strategies, is also closely linked to self-efficacy. Students with strong self-efficacy are more likely to apply cognitive strategies such as reflection, self-monitoring, and problem-solving when engaging with Learning Management System content. According to Bandura (1997), individuals with high self-efficacy are more willing to invest mental effort in complex tasks and persist until understanding is achieved. Studies have confirmed that self-efficacy positively influences students' use of self-regulated learning strategies in online environments, leading to deeper cognitive engagement (Getenet, 2024; Yokoyama, 2024). This level of

engagement enables students to interact meaningfully with digital learning resources and achieve better learning outcomes.

Emotional engagement, which encompasses students' motivation, interest, and emotional responses to learning activities, is significantly influenced by self-efficacy. Students with high self-efficacy tend to experience positive emotions such as confidence, enjoyment, and satisfaction during learning, which supports sustained engagement. Research indicates that self-efficacy reduces learning-related anxiety and enhances motivation in online learning contexts (El-Gazar, 2024; Şeker, 2023). When students feel capable of using Learning Management Systems effectively, they are more likely to remain emotionally invested in their learning activities. Positive emotional engagement strengthens students' commitment to academic tasks and encourages continued participation in digital learning environments (Almaiah, 2020).

Social engagement, which involves interaction with peers and instructors through collaborative activities, is also shaped by self-efficacy beliefs. Students with strong self-efficacy are more likely to contribute to online discussions, participate in group assignments, and seek academic support when needed. Confidence in one's abilities encourages learners to express ideas openly and engage in meaningful academic interactions. Research suggests that self-efficacy enhances students' willingness to participate in collaborative learning activities within Learning Management Systems (Getenet, 2024; Zhao, 2022). Increased social engagement promotes shared learning

experiences, peer support, and knowledge exchange, all of which contribute to a more interactive and supportive learning environment (Yokoyama, 2024).

Overall, self-efficacy exerts a significant influence on student engagement across behavioural, cognitive, emotional, and social dimensions. Students who believe in their capacity to manage academic tasks and use Learning Management Systems effectively are more likely to remain actively engaged throughout the learning process. Empirical evidence consistently demonstrates that higher self-efficacy leads to increased participation, deeper learning, sustained motivation, and stronger academic involvement in online and blended learning environments (Bandura, 1997; Getenet, 2024; Almaiah, 2020). This highlights the importance of fostering self-efficacy as a key strategy for improving student engagement in higher education.

Relationship between Learning Management Systems Self-Efficacy and Academic Performance

Learning Management Systems self-efficacy refers to students' confidence in their ability to effectively use digital learning platforms to carry out academic tasks such as accessing course materials, submitting assignments, participating in discussions, and completing assessments. Academic performance, on the other hand, reflects students' achievement outcomes, including grades, test scores, task completion, and mastery of learning objectives. The relationship between Learning Management Systems self-efficacy and academic performance has gained increasing attention in educational research, particularly with the widespread adoption of online and blended learning environments.

Bandura (1997) explains that self-efficacy beliefs influence academic performance by shaping students' motivation, effort, and persistence. In Learning Management Systems environments, students who believe they can successfully use the platform are more likely to engage actively with learning resources, apply effective learning strategies, and persist in academic tasks, leading to improved performance outcomes. Empirical studies confirm that higher self-efficacy in technology-supported learning contexts is positively associated with better academic achievement (Yokoyama, 2024; Zhao, 2022).

Students with strong Learning Management Systems self-efficacy tend to demonstrate higher levels of academic performance because they approach digital learning tasks with confidence and autonomy. These students are more likely to explore platform features, manage their learning schedules effectively, and utilize available academic resources to enhance understanding. Research indicates that self-efficacy enhances students' ability to regulate their learning behaviors, which plays a critical role in determining academic success in online learning environments (Zimmerman, 2000; Getenet, 2024). When students are confident in using Learning Management Systems, they are more inclined to engage in repeated practice through quizzes, review instructional materials, and respond constructively to feedback, all of which contribute to improved academic outcomes. This suggests that Learning Management Systems self-efficacy serves as a motivational and cognitive driver of academic performance.

The relationship between Learning Management Systems self-efficacy and academic performance is also mediated by students' level of engagement. Students with high self-

efficacy are more likely to participate actively in learning activities, invest effort in academic tasks, and persist when faced with challenges. Such engagement enhances comprehension, retention, and application of knowledge, which are essential indicators of academic performance. Research has demonstrated that self-efficacy significantly predicts students' engagement in online learning, which in turn influences their academic achievement (Bandura, 1997; Getenet, 2024; Yokoyama, 2024). In Learning Management Systems environments, students who are confident in their ability to use the platform are more likely to interact consistently with course content and complete learning activities successfully, thereby strengthening performance outcomes.

Learning Management Systems self-efficacy also influences academic performance by shaping students' emotional responses to learning. Students with high self-efficacy are less likely to experience anxiety or frustration when using digital learning platforms and are more likely to maintain positive attitudes toward academic tasks. Positive emotional states enhance concentration, motivation, and persistence, which contribute to improved performance. Research suggests that students who feel competent using Learning Management Systems demonstrate higher satisfaction with online learning and achieve better academic results than students with lower confidence levels (El-Gazar, 2024; Şeker, 2023). In contrast, low self-efficacy may lead to avoidance behaviors, reduced effort, and poor task completion, which negatively affect academic performance despite access to the same learning resources.

Evidence from higher education contexts further supports the strong relationship between Learning Management Systems self-efficacy and academic performance. Studies conducted in university settings indicate that students with higher confidence in using digital learning platforms achieve higher grades and perform better in assessments compared to their peers with lower self-efficacy (Almaiah, 2020; Zhao, 2022). These findings suggest that access to Learning Management Systems alone is insufficient to guarantee academic success; rather, students' beliefs about their ability to use these systems effectively play a critical role in determining learning outcomes. Learning Management Systems self-efficacy therefore acts as a key psychological factor that influences how effectively students translate platform usage into measurable academic achievement.

In the context of undergraduate education, the relationship between Learning Management Systems self-efficacy and academic performance is particularly significant because students are expected to manage learning tasks independently. Undergraduate students who possess strong self-efficacy are better equipped to adapt to online and blended learning environments, manage academic workloads, and meet performance expectations. Research has shown that self-efficacy contributes to improved academic outcomes by encouraging persistence, strategic learning, and effective use of instructional technologies (Bandura, 1997; Zimmerman, 2000). As Learning Management Systems continue to play a central role in higher education, understanding how self-efficacy

influences academic performance remains essential for improving teaching practices and student learning experiences.

Empirical Review

Empirical evidence from international contexts has consistently demonstrated that students' self-efficacy plays a crucial role in their engagement and academic performance in technology-supported learning environments. Bandura (1997) established that individuals' beliefs in their capabilities influence how they think, feel, and perform in learning situations. Extending this assertion to digital learning, Yokoyama (2024) found that undergraduate students with high self-efficacy demonstrated stronger engagement and achieved better academic outcomes in online learning environments. Similarly, Zhao (2022) reported that students' confidence in using digital learning tools significantly predicted their academic performance in university-level courses. These studies collectively suggest that self-efficacy is a central factor in determining how effectively students utilize Learning Management Systems for academic purposes.

Empirical studies focusing on Learning Management Systems self-efficacy further reveal that students' confidence in navigating and using platform features enhances their level of engagement. Getenet (2024) examined university students' digital self-efficacy and found a strong positive relationship between self-efficacy and behavioural as well as cognitive engagement in online learning environments. Students who believed they could successfully use Learning Management Systems were more likely to participate in learning activities and persist in academic tasks. Almaiah (2020) also found that students'

confidence in using online learning platforms significantly influenced their acceptance and continued use of Learning Management Systems, which in turn supported learning engagement and academic achievement. These findings indicate that Learning Management Systems self-efficacy encourages active participation and sustained interaction with digital learning platforms.

In the Nigerian context, empirical studies have similarly highlighted the importance of self-efficacy in students' use of Learning Management Systems. A study conducted by Adebayo (2022) examined undergraduate students' self-efficacy in the use of online learning platforms in Nigerian universities and found that students with higher self-efficacy demonstrated greater engagement and better academic performance. The study revealed that students who were confident in accessing course materials, submitting assignments, and participating in online discussions achieved higher grades than those with low confidence levels. Likewise, Ogunleye (2023) reported that students' self-efficacy significantly influenced their effective use of Learning Management Systems for learning activities in Nigerian higher institutions. These findings suggest that self-efficacy is a critical determinant of successful Learning Management Systems use among Nigerian undergraduates.

Further empirical evidence from Nigeria indicates that Learning Management Systems self-efficacy influences students' academic performance through self-regulated learning behaviors. Adeyemi (2021) found that Nigerian undergraduate students with strong confidence in using digital learning platforms demonstrated better time management, task

completion, and learning persistence, which positively affected their academic performance. The study revealed that students with low self-efficacy were more likely to avoid platform-based tasks and experience difficulties in managing online coursework. Similarly, Balogun (2023) reported that self-efficacy significantly predicted students' academic achievement in Learning Management Systems-supported courses in Nigerian universities. These findings highlight the role of self-efficacy in promoting independent learning and academic success within digital learning environments.

Empirical studies have also examined the mediating role of student engagement in the relationship between Learning Management Systems self-efficacy and academic performance. Getenet (2024) found that engagement served as a pathway through which digital self-efficacy influenced students' academic outcomes. Supporting this view, Yokoyama (2024) reported that students with high self-efficacy demonstrated stronger engagement, which subsequently led to improved academic performance. In Nigeria, Olatunji (2022) observed that undergraduate students who actively engaged with Learning Management Systems due to high confidence levels achieved better learning outcomes than those who were less engaged. These studies suggest that Learning Management Systems self-efficacy enhances academic performance primarily by increasing students' level of engagement in learning activities.

Emotional and motivational dimensions of self-efficacy have also been explored in empirical studies within digital learning environments. El-Gazar (2024) found that students with high self-efficacy experienced reduced anxiety and frustration when using

online learning platforms, enabling them to focus more effectively on academic tasks. In the Nigerian context, Lawal (2023) reported that students' confidence in using Learning Management Systems significantly reduced feelings of fear and uncertainty associated with online learning. This emotional stability enhanced students' motivation and persistence, which positively influenced their academic performance. These findings emphasize that Learning Management Systems self-efficacy contributes to academic success by fostering positive emotional and motivational states.

Empirical research has further shown that Learning Management Systems self-efficacy affects students' performance in assessment-related activities. Almaiah (2020) found that students with high confidence in using online learning platforms were more likely to complete assessments, utilize feedback, and improve subsequent performance. Similarly, in a Nigerian study, Ajayi (2024) reported that undergraduate students who felt competent using Learning Management Systems performed better in online quizzes, assignments, and examinations. The study concluded that self-efficacy encouraged students to approach assessment tasks with confidence, leading to improved academic outcomes. These findings support the view that Learning Management Systems self-efficacy enhances academic performance by promoting effective assessment engagement.

Summary of the Literature Review

The literature reviewed in this study provides a comprehensive understanding of the critical role that Learning Management Systems play in higher education, particularly in supporting instructional delivery, facilitating student interaction, managing assessments,

and enhancing access to learning resources. The review emphasized that while these systems are widely available, mere access does not automatically translate into improved learning outcomes. Instead, students' self-efficacy, or their belief in their ability to effectively use Learning Management Systems, is a determining factor in how these platforms impact engagement and academic performance. By examining the concept of self-efficacy, the literature clarified that students who are confident in navigating Learning Management Systems are more likely to participate actively in online activities, complete assignments on time, engage cognitively with course materials, and sustain effort even when challenges arise. This insight addresses the problem of assuming that technological access alone ensures academic success without considering students' psychological readiness and competence in using these tools effectively.

The theoretical review, grounded in Bandura's Self-Efficacy Theory, provided a framework for understanding how students' beliefs about their capabilities influence motivation, effort, persistence, and performance in Learning Management Systems-supported environments. The literature demonstrated that self-efficacy acts as a key mediator between platform usage and student engagement, showing that confidence in using Learning Management Systems encourages behavioural, cognitive, emotional, and social involvement in learning. This theoretical perspective resolved the problem of overlooking the psychological factors that determine whether students benefit from digital learning tools, highlighting that students' perceptions of their abilities significantly shape their interaction with educational technologies.

The empirical review further reinforced the link between Learning Management Systems self-efficacy, student engagement, and academic performance. Studies from both international and Nigerian contexts revealed that students with high self-efficacy consistently demonstrate higher engagement, lower anxiety, and better academic outcomes compared to their peers with low self-efficacy. Nigerian studies, in particular, addressed the context-specific problem of underutilization of Learning Management Systems in local universities, showing that students' confidence in using the platforms is critical to achieving the intended learning benefits. The literature also highlighted that self-efficacy influences not only task completion but also students' use of feedback, time management, and strategic learning behaviours, which are essential for academic success in online and blended learning environments.

Overall, the literature review solved several problems relevant to this study. It clarified that the effectiveness of Learning Management Systems depends not merely on their availability but also on students' self-efficacy. It highlighted the need to focus on undergraduate students' perceptions of their ability to use Learning Management Systems and how this shapes their engagement and academic performance. It also identified gaps in understanding the specific relationship between self-efficacy, student engagement, and academic outcomes in Nigerian higher education settings, providing a foundation for the present study to explore these dynamics in detail.

Despite numerous studies demonstrating that students' self-efficacy positively influences engagement and academic performance in Learning Management Systems-supported

environments, few studies have focused specifically on the Nigerian context, where infrastructural limitations and varying digital literacy levels may affect students' experiences differently. Existing Nigerian research often examines general system usage or digital literacy without isolating the role of self-efficacy as a predictor of both engagement and academic outcomes. Moreover, most studies address engagement or performance separately, providing limited insight into how self-efficacy in using Learning Management Systems simultaneously affects multiple dimensions of engagement—behavioural, cognitive, social, and emotional—and translates into academic performance. There is also a lack of investigation into undergraduate students' perceptions of their own abilities to navigate these systems, which is critical for understanding the psychological factors that mediate effective platform use. This study seeks to fill these gaps by examining how undergraduate students' confidence in using Learning Management Systems influences their engagement and academic performance, providing context-specific evidence to guide teaching strategies, technology integration, and student support initiatives in Nigerian universities.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the procedures and methods. This will be treated under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of Instrument
- Method of Data Analysis

Research Design

The study adopted a survey research design because it involves the collection of data from a predetermined group of respondents to describe characteristics, behaviors, or opinions of the population. Survey design is appropriate for this study as it allows the researcher to gather data directly from undergraduate students regarding their perceptions, experiences, and attitudes toward using Learning Management Systems and how these relate to their engagement and academic performance. Surveys are efficient for collecting primary data from relatively large groups within the target population and enable quantifiable analysis of relationships among variables.

Population

The population of this study comprises all undergraduate students in the Faculty of Education at the University of Benin, Benin City, Nigeria. According to official faculty records, the full-time undergraduate student population in the Faculty of Education was approximately five thousand, eight hundred and eighty-two students during the 2022/2023 academic session, spread across multiple departments such as Educational Foundations, Curriculum and Instructional Technology, Educational Management, and related programmes .

Sample and Sampling Technique

From this population, a sample size of 100 undergraduate students was selected to participate in the study. A sample of this size is manageable for survey administration and analysis, and it provides sufficient diversity of responses to draw meaningful conclusions while keeping the research feasible within the scope of this academic project. The sample was drawn using simple random sampling technique, which ensures that every student in the population had an equal chance of being selected. This sampling technique minimizes bias and enhances the generalizability of the findings to the broader undergraduate student population in the Faculty of Education.

Research Instrument

The primary research instrument for data collection was a structured questionnaire. The questionnaire was divided into two parts. The first part captured respondents' biodata including age, level of study, and department, which provided background information

relevant to the study. The second part contained items that corresponded to the research questions guiding the study and were designed to measure respondents' self-efficacy in using Learning Management Systems, their level of engagement with Learning Management System activities, and their perceptions of how their self-efficacy influences their academic performance. The items were developed based on literature review and aligned with the theoretical framework of self-efficacy.

Validity

To ensure content validity, the questionnaire was reviewed by two experts from the Faculty of Education at the University of Benin who have expertise in educational research and measurement. Their review helped refine the instrument to ensure that the items were clear, relevant, and adequately covered the constructs of self-efficacy, engagement, and academic performance. Feedback from these experts led to adjustments in item wording and structure to enhance clarity and appropriateness for the target respondents.

Reliability

The reliability of the instrument was determined through a pilot study with a small subset of students outside the main sample but from a similar undergraduate population. Responses from the pilot were analyzed using Cronbach's Alpha, a statistical measure of internal consistency, to assess how well the items measured the constructs of interest. Cronbach's Alpha was chosen because it provides an estimate of reliability for scales

composed of multiple items and indicates the extent to which items that propose to measure the same general construct produce similar scores.

Data Collection

Data collection was conducted through self-administered questionnaires, which were distributed to the selected respondents on campus. Participants were briefed on the purpose of the study and assured of the confidentiality and anonymity of their responses. The researcher collected the completed questionnaires after responses were provided, ensuring that all selected participants had the opportunity to respond.

Method of Data Analysis

The data collected were analyzed using mean and standard deviation. A criterion mean of 2.50 was used, where any item with a mean equal to or above 2.50 was considered high, while a mean below 2.50 was considered low.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected, with the interpretation and discussion of findings. The data obtained from the study were used to answer the research questions.

Presentation of Results

Research Question 1: How does undergraduate students' self-efficacy impact their engagement in Learning Management Systems?

S/N	Items	Mean Score	Standard Deviation	Criterion Mean	Remark
1.	I actively participate in Learning Management Systems activities because I feel confident in my abilities	3.23	.62	2.50	Accepted
2.	My self-efficacy motivates me to engage with course materials on Learning Management Systems	3.28	.58		Accepted
3.	I interact with peers and instructors in Learning Management Systems forums because I feel capable.	3.78	.49		Accepted
4.	My confidence in using Learning Management Systems encourages me to complete online tasks on time.	2.80	.67		Accepted

Source: Field survey 2025

This table displays the mean responses on How undergraduate students' self-efficacy impact their engagement in Learning Management Systems. The responses indicate that students' self-efficacy plays a positive role in their engagement with Learning

Management Systems. Generally, students who feel confident in their abilities tend to participate more actively in online learning activities. Their belief in their competence encourages them to interact with course materials, contribute to discussions with peers and instructors, and complete assigned tasks within the required time. The overall acceptance of all the statements suggests that confidence in using Learning Management Systems strengthens students' willingness to engage, communicate, and remain consistent in their online academic activities.

Research Question 2: How do undergraduate students perceive their self-efficacy in using the features and functions of a Learning Management System

S/N	Items	Mean Score	Standard Deviation	Criterion Mean	Remark
1.	I am confident in navigating different features of Learning Management Systems.	3.53	.55	2.50	Accepted
2.	I can easily access course materials and resources on Learning Management Systems.	3.43	.57		Accepted
3.	I feel capable of submitting assignments and taking quizzes through Learning Management Systems without help	3.18	.63		Accepted
4.	I am able to participate in discussion forums and online activities on Learning Management Systems effectively.	3.20	.61		Accepted
5.					

Source: Field survey 2025

This table displays the mean responses on t undergraduate students perceive their self-efficacy in using the features and functions of a Learning Management System. This

conclusion is drawn is drawn from them meeting the mean criteria score of 2.50. The findings show that students generally perceive themselves as capable of using Learning Management Systems effectively. Their confidence in navigating system features makes it easier for them to access course materials, submit assignments, take quizzes, and participate meaningfully in online discussions and activities. This overall acceptance suggests that students possess adequate self-efficacy in handling the functional aspects of Learning Management Systems, which supports smoother engagement with online learning processes and reduces reliance on external assistance.

Research Question 3: What is the relationship between students' self-efficacy in using a Learning Management System and their engagement in academic activities

S/N	Items	Mean Score	Standard Deviation	Criterion Mean	Remark
1	My confidence in using Learning Management Systems helps me stay engaged with my academic activities	2.78	.69	2.50	Accepted
2	Students with higher self-efficacy in Learning Management Systems are more likely to participate in academic discussions	3.12	.62		Accepted
3	My self-efficacy in using Learning Management Systems influences the amount of time I dedicate to academic tasks online.	3.68	.50		Accepted
4	I am more attentive and involved in my courses because I feel capable of using Learning Management Systems effectively	3.00	.65		Accepted

Source: Field survey 2025

This table displays the mean responses on the relationship between students' self-efficacy in using a Learning Management System and their engagement in academic activities

This conclusion is drawn is drawn from them meeting the mean criteria score of 2.50. The results suggest that students' self-efficacy in using Learning Management Systems has a positive influence on their level of engagement in academic activities. Students who feel confident using the system tend to remain more involved in their coursework, participate more actively in academic discussions, and devote more time to completing online tasks. Their sense of capability also enhances attentiveness and sustained involvement in courses delivered through Learning Management Systems. Overall, the acceptance of all the statements indicates that confidence in using Learning Management Systems supports consistent engagement and active participation in online learning activities.

Research Question 4: How does students' self-efficacy in using a Learning Management System affect their academic performance?

S/N	Items	Mean Score	Standard Deviation	Criterion Mean	Remark
1	My confidence in using Learning Management Systems improves my ability to perform well in assessments	2.88	.67	2.50	Accepted
2	Using Learning Management Systems effectively helps me understand course content better	3.90	.42		Accepted
3	I perform better academically when I can navigate Learning Management Systems independently	3.20	.61		Accepted
4	My self-efficacy in Learning Management Systems motivates me to achieve higher grades.	3.00	.64		Accepted

Source: Field survey 2025

This table displays the mean responses on how students' self-efficacy in using a Learning Management System affect their academic performance. This conclusion is drawn is drawn from them meeting the mean criteria score of 2.50. The findings indicate that students who feel capable of using Learning Management Systems are more attentive and involved in their courses, suggesting that competence enhances focus and active participation.

Discussion of Findings

Students' confidence in using Learning Management Systems was found to support sustained engagement with academic activities. When learners believe they can effectively use digital learning platforms, they are more likely to remain committed to their coursework, regularly log in, follow lectures, and complete learning tasks. This confidence reduces anxiety associated with technology use and allows students to focus more on learning rather than struggling with system navigation. As a result, self-efficacy becomes a key factor in maintaining consistent academic engagement in online learning environments (Bandura, 2018).

The findings also show that students with higher self-efficacy in the use of Learning Management Systems are more likely to participate in academic discussions. Confidence in using online platforms encourages students to express their ideas, ask questions, and interact with peers and instructors without fear of making mistakes. This active participation enhances collaborative learning and deepens understanding of course content, as students learn through shared knowledge and feedback. Studies have shown

that perceived competence significantly predicts students' willingness to engage in online discussions (Zimmerman & Schunk, 2019).

Another important finding indicates that students' self-efficacy influences the amount of time they dedicate to academic tasks online. Learners who feel capable of using Learning Management Systems tend to spend more time accessing materials, completing assignments, and revising course content. This is because confidence strengthens persistence and effort, even when tasks become challenging. Students with low self-efficacy, on the other hand, are more likely to avoid tasks or disengage quickly. This supports the view that self-efficacy directly affects students' investment of time and effort in online learning (Schunk, 2020).

The results further reveal that students are more attentive and involved in their courses when they feel capable of using Learning Management Systems effectively. Confidence in handling online tools allows students to follow lectures, participate in activities, and respond to course requirements without distraction or frustration. This sense of control over the learning process promotes deeper cognitive engagement and sustained attention, which are essential for meaningful learning outcomes in digital environments (Martin & Bolliger, 2018).

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

Summary

A descriptive survey design was adopted to collect data from 100 randomly selected students. The main instrument for data collection was a structured questionnaire validated by experts from the University of Benin,. The researcher personally administered the questionnaires to ensure clarity and honest responses. Data collected were analyzed using descriptive statistics such as frequency counts, percentages, and mean scores, with 2.50 as the decision benchmark.

Findings

Findings from the study revealed that:

1. The findings show that students' confidence in using Learning Management Systems supports sustained engagement with their academic activities, as they remain actively involved in online coursework when they feel capable.
2. It was found that students with higher self-efficacy in the use of Learning Management Systems are more likely to participate in academic discussions, indicating that confidence encourages interaction and communication in online learning environments

3. 3. The results reveal that students' self-efficacy influences the amount of time they dedicate to academic tasks online, with confident students investing more effort and time in completing learning activities.
4. The findings indicate that students who feel capable of using Learning Management Systems are more attentive and involved in their courses, suggesting that competence enhances focus and active participation.

Conclusion

The study concludes that students' self-efficacy in the use of Learning Management Systems is a crucial factor influencing their level of engagement in online academic activities. Confidence in navigating and utilizing Learning Management Systems enhances students' willingness to participate actively in discussions, devote adequate time to academic tasks, remain attentive during learning activities, and sustain consistent involvement in their courses. When students believe in their ability to use digital learning platforms effectively, they are less hindered by technological challenges and more focused on meaningful learning. Overall, self-efficacy serves as a strong motivational driver that shapes students' online learning behaviors and supports improved engagement and academic commitment within Learning Management Systems

Recommendations

1. Institutions should organize regular orientation programmes and hands-on training sessions to strengthen students' confidence and competence in using Learning Management Systems, especially for newly admitted students.

2. Lecturers should integrate interactive features of Learning Management Systems, such as discussion forums, quizzes, and collaborative activities, to encourage active participation and reinforce students' sense of capability.
3. Adequate technical support should be provided to promptly assist students facing challenges on Learning Management Systems, thereby reducing frustration and promoting continuous engagement
4. Course designers should ensure that Learning Management Systems interfaces and course layouts are user-friendly, well-structured, and easy to navigate in order to enhance students' confidence and sustained usage
5. Institutions should encourage instructors to provide timely feedback and positive reinforcement on online activities, as this can further boost students' self-efficacy and motivation to engage consistently in online learning environments.

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DEPARTMENT OF CURRICULUM INSTRUCTIONAL AND TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

Dear Respondents,

I am a final year student in the above department. The purpose of this research is to conduct an investigation on UNDERGRADUATE STUDENT SELF-EFFICACY ON THEIR USE OF LEARNING MANAGEMENT SYSTEMS. Kindly answer as correctly to ensure reliable data collection for the study. The research is clearly for academic purposes and your response will be treated as confidential . Thanks for your co-operation

Yours faithfully,

Researcher

INSTRUCTIONS: Please tick [✓]the correct answer

SECTION A: Personal Information of the respondents

1 Sex: [] Male [] Female

Section

Tick your level of agreement with the following statements.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	How does undergraduate students' self-efficacy impact their engagement in Learning Management Systems?				
1.	I actively participate in Learning Management Systems activities because I feel confident in my abilities				
2.	My self-efficacy motivates me to engage with course materials on Learning Management Systems				
3.	I interact with peers and instructors in Learning Management Systems forums because I feel capable.				
4.	My confidence in using Learning Management Systems encourages me to complete online tasks on time.				
	How do undergraduate students perceive their self-efficacy in using the features and functions of a Learning Management System?				
	I am confident in navigating different features of Learning Management Systems.				
5.	I can easily access course materials and resources on Learning Management Systems.				
6.	I feel capable of submitting assignments and taking quizzes through Learning Management Systems without help				
7.	I am able to participate in discussion forums and online activities on Learning Management Systems effectively.				

	What is the relationship between students' self-efficacy in using a Learning Management System and their engagement in academic activities?	SA	A	D	SD
8.	My confidence in using Learning Management Systems helps me stay engaged with my academic activities				
9.	Students with higher self-efficacy in Learning Management Systems are more likely to participate in academic discussions				
10.	My self-efficacy in using Learning Management Systems influences the amount of time I dedicate to academic tasks online.				
11.	I am more attentive and involved in my courses because I feel capable of using Learning Management Systems effectively				
	How does students' self-efficacy in using a Learning Management System affect their academic performance?				
12.	My confidence in using Learning Management Systems improves my ability to perform well in assessments				
13.	Using Learning Management Systems effectively helps me understand course content better				
14.	I perform better academically when I can navigate Learning Management Systems independently				
15.	My self-efficacy in Learning Management Systems motivates me to achieve higher grades.				