

Understanding LMS Adoption among University Teachers at Rajarata University of Sri Lanka

G.K.L. Premathilaka¹ and T.U.S. Senarath^{2,*}

*Department of Information Systems, Faculty of Management Studies,
Rajarata University of Sri Lanka, Mihintale, Sri Lanka ^{1,2}*

*Corresponding author: udesesh.senarat@mgt.rjt.ac.lk

Abstract

The use of Learning Management Systems (LMS) has become a fundamental component in higher education, especially during the COVID-19 pandemic. However, post-pandemic evidence reveals a notable decline in LMS usage among university teachers, raising concerns about the long-term sustainability of digital teaching platforms. This study addresses the gap by investigating the key factors influencing LMS usage among academic staff at Rajarata University of Sri Lanka, where system-wide adoption has not been sustained. Grounded in the Technology Acceptance Model (TAM), the study also incorporates two constructs from the Unified Theory of Acceptance and Use of Technology (UTAUT): social influence and facilitating conditions. The objective is to examine the influence of perceived usefulness, perceived ease of use, social influence, and facilitating conditions on the actual use of LMS. A quantitative, cross-sectional research design was adopted. Using stratified sampling, data were collected from 166 lecturers across six faculties through a structured questionnaire. Regression analysis revealed that all four independent variables had a statistically significant positive influence on LMS usage. Among them, perceived usefulness and facilitating conditions were the strongest predictors. The model explained 46.4 per cent of the variance in LMS usage ($R^2 = 0.464$). These results highlight the critical role of both individual perceptions and institutional infrastructure in technology adoption. The study contributes to the theoretical understanding of LMS adoption by extending TAM with UTAUT variables. It emphasises the combined influence of personal and contextual factors. Practically, the findings support the development of targeted training, improved infrastructure, and policy interventions to encourage sustained LMS engagement. This research provides empirical evidence for higher education administrators and policymakers seeking to enhance digital learning practices in post-pandemic academic environments.

Keywords: e-learning, facilitating conditions, LMS adoption, perceived usefulness, social influence