

1      Learning Management Systems: The Game Changer for  
2      Traditional Teaching and Learning at Adult and Higher  
3      Education Institutions

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8      **Abstract**

9      This qualitative case study explored how learning management systems influence adult  
10     learners' method of acquiring higher education, how learning management systems influence  
11     adult learners transformative learning and how learning management systems is a  
12     game-changer for traditional teaching and learning at adult and higher education institutions.  
13     This empirical study focused on the perspectives of faculty members, students, and academic  
14     leadership concerning learning management systems utilization, benefits, preference, and  
15     satisfaction that influenced traditional teaching and learning at adult and higher education  
16     institutions. The qualitative and quantitative research methods conducted by the scholars in  
17     this empirical study shows positive and optimistic responses from faculty members and  
18     students regarding learning management system preference, utilization, appreciation, and  
19     satisfaction for online teachinglearning at adult and Higher education institutions. The study  
20     shows the trend, and directions adult and higher education institutions are taking to meet the  
21     demands and competition to deliver online education to adult learners.

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23     ***Index terms***— learning management system, online learning, distance education, adult education

24      **1 I. Introduction**

25     orldwide, there are concerns amongst adult and higher education institutions regarding online learning disrupting  
26     traditional classroom learning (Altun Turker, Baynal, & Turker, 2019). During the evolution of online and  
27     distance education learning, Ivy League universities along with many others hesitated to embrace online learning;  
28     however, over time prestigious institutions across the world have begun offering courses, professional certificates,  
29     and college degrees online Via the learning management systems (Ohliati & Abbas, 2019). State universities, for-  
30     profit, notforprofit and private adult and higher education colleges, and universities have been utilizing learning  
31     management systems without hesitation and look forward to new innovative learning management systems that  
32     will offer the best education delivery services to adult learners in the online Environment (Ortiz & Green,  
33     2019). The traditional physical classroom settings are declining when compared to online education's increased  
34     enrollment, especially owing to the supply and demand for online teaching and learning (Holmes & Prieto-  
35     Rodriguez, 2018). Adult learners across the world are exploring and embracing online learning gradually via  
36     learning management system platforms (Garrotte & Pettersson, 2011).

37     Learning management systems were designed to facilitate online learning, and now instructors are embracing  
38     and appreciating knowledge sharing in the classroom that is educating and preparing adult learners to complete  
39     their college education irrespective of where they are Located ??Bell, 2011). Learning management systems are  
40     considered to be course management platforms for instructors to design, develop, and prepare their classroom  
41     to deliver online education to their students ??Walker, 2006). Over four decades, learning management systems  
42     have been a significant disruptor to adult and higher education, owing to the demand for the product and its

### **3 A) ADULT AND HIGHER EDUCATION INSTITUTIONS**

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43 ability to connect and integrate the relationship between instructors and students in a knowledge-sharing online  
44 environment ??Schoonenboom, 2014).

45 Colleges and universities across the world have been selective in the type of learning management systems  
46 they would adopt and implement to deliver online learning to students nationwide and worldwide (T Nagy,  
47 2016). Costs and product delivery capabilities are some of the things colleges and universities consider to be  
48 significant when deciding to invest in learning management systems ??Blin & Munro, 2008). Many colleges and  
49 universities adopt a certain learning management system that will interface with their technology and provide  
50 a smooth experience for teachers and students in the classroom (Matusu, Vojtesek & Dulik, 2012). Adult and  
51 higher education institutions value the feedback from their instructors, students, and administrators regarding  
52 the effectiveness and value of the learning management system adopted and implemented to deliver eLearning  
53 education (Little-Wiles & Naimi, 2018).

## **54 2 II. Background of Study**

55 What we have learned from the past can surely be a guide towards future decision making and the exploration  
56 of higher learning through distance education. Distance education has meaningfully changed the way we  
57 access higher education and how W 1 management systems influence adult learners' method of acquiring  
58 higher education, how learning management systems influence adult learners transformative learning and how  
59 learning management systems is a game-changer for traditional teaching and learning at adult and higher  
60 education institutions. This empirical study focused on the perspectives of faculty members, students, and  
61 academic leadership concerning learning management systems utilization, benefits, preference, and satisfaction  
62 that influenced traditional teaching and learning at adult and higher education institutions. The qualitative and  
63 quantitative research methods conducted by the scholars in this empirical study shows positive and optimistic  
64 responses from faculty members and students regarding learning management system preference, utilization,  
65 appreciation, and satisfaction for online teachinglearning at adult and Higher education institutions. The study  
66 shows the trend, and directions adult and higher education institutions are taking to meet the demands and  
67 competition to deliver online education to adult learners.

68 we complete our college education . Moreover, distance education has made it convenient and achievable for  
69 anyone within the USA and internationally to acquire and complete their college education, from the convenience  
70 of their home, their workplace, or anywhere of their choosing, without being in a physical classroom ??Babo &  
71 Azevedo, 2012). Who would have guessed that this trend would emerge in the field of higher education? Distance  
72 education is providing millions of people the opportunity to be trained and prepared for career opportunities  
73 without being restricted to a geographical location (Chen et al. 2018).

74 History tells us that higher education's purpose is to advance human intelligence for the benefit of  
75 socioeconomic and the moral growth and development of a citizen and their country (Bone & Agombar, 2011).  
76 Higher education institutions emerged many decades ago and have contributed significant value to millions of  
77 citizens across the world and still an influence on the human way of life as well as human growth and development  
78 today ??Garrotte & Pettersson, 2007). A critical technology used in adult and higher education to facilitate  
79 and disseminate knowledge sharing and human advancement are learning management systems ??Renzi, 2008).  
80 Learning management systems have influenced teaching and student learning tremendously and are making it  
81 convenient and accessible for adult learners to acquire their college education virtually from anywhere in the  
82 world (F?nd?k-Co?kunçay, et al. 2018). Learning management systems are contributing to increasing student  
83 enrollment, transformational teaching, transformative learning, and higher education institutions profitability  
84 (Zain et al. 2018).

## **85 3 a) Adult and Higher Education Institutions**

86 For the most part, the teachings and practices at traditional universities were based on religious beliefs. Higher  
87 education's focus many decades ago was on the building of man's character and the strengthening of his faith so  
88 that he could be a great contributor to society and institutions (Dockery, 2016). Higher education in the United  
89 States is different from many other countries and principles. One of the most exclusive physiognomies of higher  
90 education in the United States is the decentralization structure. Contrary to many other countries, there is no  
91 nationwide system of higher education within the United States of America. The US system is decentralized,  
92 whereas college and universities are governed locally and directed within individual state systems ??Burkum,  
93 2009).

94 Early colonial higher education institutions such as Harvard were established to deliver education to those  
95 interested in ministry; nonetheless, after the American Revolution, universities began to extend their attention  
96 to incorporate education for the ministry, law, and medicine. During the nineteenth century, the mission of higher  
97 education transformed drastically to incorporate "applied subjects" such as engineering and agriculture with the  
98 development of land-grant colleges after the Morrill Act of 1862 (Cowan, 2011). Traditional practices began  
99 changing after that, and opportunities evolved for research to be conducted and used for the advancement of  
100 human intelligence and practices. The benefits from land-granting to higher education institutions have enabled  
101 the expansion of the dissemination of knowledge and the emergence of professors becoming teachers and scholars  
??Babo & Azevedo, 2009). Traditional teaching in the classroom emerged and became the trend that affected

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103 various areas and departments in a higher education institution, versus the focusing on becoming a minister,  
104 lawyer or medical doctor (Brennan & Teichler, 2008).

## 105 **4 b) Cost of Education**

106 Over the last decade, we have seen the cost of education skyrocket along with the trend of many colleges and  
107 universities that have emerged that are linked to for-profit corporations (Popescu & Ciurlau, 2017). As a result  
108 of unethical practices by these colleges and universities, many are closed, and graduates are disappointed to  
109 know that their degree is tied to a college or university that no longer exists. Whether it was corporate greed  
110 or some other unethical business practices, the costs to graduates are astronomical and are a big blow to higher  
111 education, particularly within the United States (Bruce, 2014). Without coming up with innovative and creative  
112 ideas, existing colleges and universities would have closed their doors several years ago or could be on the verge  
113 of closing their doors in the future due to lack of proper business practices and the execution of business models  
114 that have historically contributed greatly to organizational and financial growth. ??Hansen, 2015). The mission  
115 and goals of colleges and universities are to maximize their intangible and tangible resources and meet the needs  
116 of their stakeholders (Dolan & Metcalfe, 2012). In addition, it's important to remember that higher education  
117 institutions are working to maintain their existence and are competing amongst themselves to keep their doors  
118 open to the public (Martín, Poto ?nik & Fras, 2017).

## 119 **5 c) Higher Education Dilemma**

120 According to the US Department of Education, within the past two decades hundreds of colleges and universities  
121 across the United States were closed due to unethical business practices, which have cost hundreds and thousands  
122 of college students tremendously, which in many cases have impaired their drive and passion to further their  
123 college education after dedicating so much time, effort and financial resources to complete their college education.  
124 The Department of Education stepped in, regulations were implemented by the federal government, and many  
125 colleges and universities across the country were audited and forced to return federal funds to the Department  
126 of Education. Many were forced to close their doors (Phillips, 2016). It is quite evident that public and  
127 private universities have been operating as a business. This should not be looked upon as a negative approach  
128 that is mitigating higher education institutions challenges and predicament. After all, research, development,  
129 and innovation are critical to the mission and goal of any higher education institution (Correll-Hughes, 2012).  
130 Furthermore, investing into research and development at higher education institutions contributes tremendously  
131 to the growth and development of the US economy and should be sustained as key elements of the business model  
132 approach that will bring great value to the higher education institution (Lin, 2016).

## 133 **6 d) Higher Education Paradigm Shift**

134 During the past four decades, higher education experienced a paradigm shift and is now moving away from  
135 physical classroom learning to distance education or virtual learning (Sadikin et al., 2019). Due to the new  
136 trend, many higher education institutions that are notfor-profit and for-profit colleges and universities have  
137 emerged and have become the places to acquire higher education. People have realized that it is more convenient  
138 to acquire their education at any location of the choosing, but of course, with a hefty cost to them (Denny,  
139 2013). Statistically and evidently, millions of people are overlooking the cost of education and are completing  
140 their college education through distance learning (Greener, 2010).

141 Formulating and executing business and higher education strategies that will improve how higher education  
142 institutions identify and mitigate these issues that are impairing their ability to execute their mission and reaching  
143 their goals are essential to the expansion and influence of the higher education institution in the community  
144 ??Barr & McClellan, 2011). Moreover, without focusing on profitability, implementing an effective business  
145 strategy and business model will enable higher education institutions to operate in a manner that maximizes  
146 their resources and meet their stakeholder's expectation ??Schaltegger et al., 2012). Embracing and implementing  
147 business model practices should not be looked upon as a negative approach that will mitigate higher education  
148 institutions issues, but rather the conduct of leadership must be looked upon as the potential problem that may  
149 affect a higher education institution's ability to fulfill its mission and reach its goals (Al-Husseini & Ebeltagi,  
150 2014).

151 This study explored learning management systems as a positive contribution to adult and higher education  
152 institutions economic and financial challenges and its influence on adult learner's decision making and accessibility  
153 to acquire their college education. Online learning and learning management systems are interconnected and are  
154 the most popular higher education trend that is making it accessible and convenient for adult learners to complete  
155 their college education from anywhere in the world (Alhosban, & Ismaile, 2018). Learning management systems  
156 have created a paradigm shift and is the game-changer for traditional teaching and learning at Adult and higher  
157 education institutions.

## 158 **7 III. Problem Statement**

159 It was not known how faculty members, administrators, and students perceive learning management systems as  
160 the game-changer for traditional teaching and learning at adult and higher education institutions. There are

161 continuous debates in higher education about whether colleges and universities should embrace online education  
162 fully or partially and whether or not online learning is the best practice to deliver quality education (Reese,  
163 2015). Much higher education institutions have been challenged to offer degree programs online based on the  
164 trajectory of higher education learning and the vast demands of adult learners (Funieru, & Lazaroiu, 2016).  
165 Online education is pushing many higher education institutions to compete to keep their doors open and to meet  
166 the needs of adult learners who prefer online learning versus in-class, face-to-face teaching-learning ??Hoskins,  
167 2011). This explored phenomenon is affecting colleges and universities globally.

168 To deliver comprehensive and quality online education, learning management systems are making such  
169 experience possible and worth exploring by adult learners and higher education institutions (Yilmaz & Dogancan,  
170 2016). Classroom management and online learning have changed over the years due to the development of learning  
171 management systems by technology companies and the adoption LMS by higher education institutions. Despite  
172 the continuous debates and challenges higher education is embracing, the need to meet adult learners need already  
173 have been facilitated by colleges and universities which have embraced and utilized learning management systems  
174 to facilitate online learning (Croitoru & Dinu, 2016). Adult learners have recognized that the convenience and  
175 the flexibility of online learning have made it possible for them to complete their education from anywhere in the  
176 world without disruption and restriction of their academic journey.

## 177 8 IV. Purpose of the Study

178 The purpose of the study was to explore how learning management systems influence traditional teaching and  
179 learning at adult and higher education institutions. Online learning is the trend to acquire higher education  
180 without being in the physical classroom (Fernández Cruz, Egido Gálvez & Carballo Santaolalla, 2016). Many  
181 colleges and universities have offered full degree programs online for the sake of meeting the demands and to  
182 maintain being competitive to increase their student enrollment and increase their bottom-line ??Mouakket &  
183 Bettayeb, 2015). How learning management systems influence adult learners' education and future economically  
184 and financially is worth exploring.

185 Many argue that online learning compromises the integrity and value of delivered education and should be  
186 utilized minimally or not at all, especially for some degree programs (Orfanou, Tselios, & Katsanos, 2015). The  
187 culture and premise of a university's position may or may not be shaken by the trend of how adult learners  
188 are earning their college education (Walker, Lindner, Murphy & Dooley, 2016). The learning management  
189 systems that best meet the needs of clients are continuously explored by leadership at colleges and universities  
190 (T Nagy, 2016). A review of the literature was explored to capture the perspectives of participants and the  
191 findings regarding online learning influence on adult learning and the learning management systems contribution  
192 to online learning achievements at colleges and universities globally. Deriving possible solutions for adult learners  
193 and higher education needs was worth the exploration and contribution to the body of knowledge.

## 194 9 V. Research Question

195 The purpose of this empirical study was to explore and understand the perception of faculty members and  
196 students regarding learning management systems as a game-changer of traditional teaching and learning at adult  
197 and higher education institutions. The research questions guided this explored phenomenon: R1: How do faculty  
198 members perceive learning management systems as the game-changer for traditional teaching and learning at  
199 adult and higher education institutions? R2: How do students perceive learning management systems as the  
200 game-changer for traditional teaching and learning at adult and higher education institutions? R2: How do  
201 higher education leadership perceive learning management systems as the gamechanger for traditional teaching  
202 and learning at adult and higher education institutions?

203 The research questions explored the participant's feelings, experiences, and perceptions of regarding learning  
204 management systems and how it influences students learning in a virtual environment. Capturing qualitative  
205 data from each participant is essential to the understanding of how learning management systems influence, how  
206 adult learners acquire their college education, and how faculty members and administrators value the adoption  
207 and implementation of learning management system platform at their higher education institution (Lieber, &  
208 Weisner, 2010).

## 209 10 VI. Literature Review

210 Faculty members and student's perspective about their experience embracing and using online learning  
211 management systems is worth the exploration. Understanding how learning management systems influence  
212 traditional and online teaching-learning is essential for leadership, staff, and faculty at higher education  
213 institutions and for learning management system developers to focus on continual improvement of the quality  
214 services provided to their clients. Smooth and efficient delivery of knowledge and faculty-student engagement  
215 in an online teaching-learning setting is the fundamental reasons why higher education institutions invest in  
216 learning management systems. Selecting the best learning management system is critical and requires research  
217 before purchasing or leasing from learning management systems development companies.

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## 218 11 a) Theoretical Foundation

219 Sternberg's Triarchic Theory of Intelligence (2000) opens the discussion about the three components of  
220 intelligence: analytical, creative, and practical. As we explore these three components by looking at how they  
221 affect the way we interact with each other, it is important that we address them separately in order to develop a  
222 greater understanding, learning, and appreciation for these concepts. Intelligence and effective decision making  
223 are critical to the muchexpected results we anticipate at the end of our journey.

224 Analytical intelligence is synonymous with general intelligence and is measured by IQ tests to determine how  
225 humans analyze and interpret critical information with a given point in time. With this approach, an individual  
226 can look at things, ideas, words, information, and thoughts from a different dimension that is thought-provoking  
227 and requires an accurate response. In a society where people are more entertained and are often distracted  
228 from acquiring advance knowledge and making critical and strategic decisions, we notice that personal opinion is  
229 frequently fed off feelings and emotions. This can, in some cases, lead to a determinate and disadvantage to the  
230 lives of many. Without a careful critical thinking approach that contributes to the advancement and betterment  
231 of our lives, many may eventually pay the price and reap the results thereafter.

232 Creative intelligence is about thinking "outside of the box." Whether we have prior knowledge or not, it is  
233 imperative that we explore different avenues of learning and later apply the learned knowledge in a manner that  
234 will influence us to step out of the norm to make decisions that will work for the greater good of many. With  
235 the use of one's ability, personality, and intelligence, we can influence change and improvement in how we view  
236 and embrace the world we live in amongst each other. Being creative with our intelligence should bring a great  
237 benefit to our lives and the lives of others. Our creative intelligence should be seen as a tool to facilitate thoughts,  
238 ideas, awareness, and solutions to the challenges and demands in our society ??Lundin and Nuldén, 2007).

239 Practical intelligence has to do with how we acquire and use knowledge through experiences of which we seldom  
240 enunciate. In a world of demands on our time and energy, we live through our experiences and make decisions  
241 because of them. What we experience in life influences our thought processes, which leads to knowing things  
242 from the experiences we embraced and absorbed into the way we live and think. Sometimes we lean toward what  
243 we know and overlook the fact that life requires us daily to logically work through challenges and problems that  
244 require our immediate attention (Merriam and Associates, 2007). Certainly, practical intelligence is critical when  
245 focusing on problem-solving matters requiring critical thinking. This approach may bring a breakthrough for  
246 many in the long run. It is imperative to know that not to know can be costly and to know may bring a great  
247 benefit or results that are much needed.

248 They explored concepts and theories covered in this study address the significance of the different types and  
249 level of intelligence, culture, and practices that influence our decision making and ability to bring a resolute to  
250 the challenges we face on a daily basis in our society. Furthermore, knowledge sharing is critical to our human  
251 development and how we relate and embrace each other in our society. The theories highlight the matters that  
252 affect our lives each day and teaches us how to embrace them and use for human development and application for  
253 the greater good of our lives and others (Merriam and Bierema, 2014). Theories help to understand and appreciate  
254 Confucius principles of learning and Clancey's (1995) concerning knowing how to make good interpretations and  
255 solve problems versus just relying on our abilities, talents, and education.

256 Learning management systems enables stakeholders (Faculty and adult learners) to communicate, interact, and  
257 experience transformative learning and transformational teaching, especially in an online learning environment.  
258 Learning management systems provide the opportunity for (1) analytical intelligence, creative intelligence, and  
259 practical intelligence to be manifested and facilitated by adult learners and the instructor, which will increase  
260 transformative learning and future application of knowledge in the world of opportunities. When adult learners  
261 experience online learning via a learning management system, it is imperative that they recognize the benefits and  
262 challenges that will influence their transformative learning and ability to evolve once knowledge is disseminated  
263 in the classroom. Adult learners will learn how to think outside of the box and overcome online learning anxiety  
264 and embrace the trend of learning and developing intelligently.

## 265 12 b) Learning Management Systems

266 Learning management systems are course management platforms designed to deliver adult and higher education  
267 to adult learners, notwithstanding geographical location. The various eLearning platforms encourage engagement  
268 and knowledge sharing between instructors and adult learners asynchronously and synchronously (Castellano,  
269 2014). The learning management system platforms store learning tools and resources which enable adult learners  
270 to complete and submit assigned tasks for evaluation and grading by the instructor (Kumari, 2016). Learning  
271 management systems are used for eLearning purposes, which enable adult learners to acquire college education  
272 face-to-face or through distance learning (Cudanov et al., 2012). eLearning is a global phenomenon which  
273 enables adult learners to complete their college education online from anywhere in the world ??Smart, 2006).  
274 International universities have transformed the way they deliver college education to adult learners by utilizing  
275 learning management system platforms which makes the teaching and learning experience smooth and relatively  
276 comfortable for instructors and adult learners (Falvo & Johnson, 2007).

277 **13 c) Blackboard**

278 Blackboard was first introduced to the market in 1989 and dominated the market over a decade, which made it  
279 achievable for colleges and universities to embrace with open arms ??Bradford et al., 2006). Today, Blackboard  
280 is widely used by many colleges and universities across the world, despite facing intense competition with Canvas,  
281 Moodle, and D2L (Al-Malki et al., 2015). Blackboard is owned by Blackboard Inc., an American company based  
282 in Washington DC. ??Bowen, 2012).

283 According to Loubert (2004), Blackboard functions entirely within the existing Web browser and provides an  
284 easy to use the course Web site for which the instructor and adult learners can post their current documents. The  
285 setting up of quizzes, exams, and other assignments are relatively comprehensive and feasible for the instructor  
286 to complete. From the student's perspective, they appreciate the fact that they can achieve and upload all tasks  
287 into Blackboard and later on receive feedback from the instructor and access their grades in the grade book.

288 According to Metzner et al. ( ??005), Blackboard's limitation or weakness is the lack of functioning in a web  
289 application. The probable solution suggested is the implementation of architecture and assessments of using some  
290 software metrics. Students who are enrolled in engineering courses may appreciate the utilization of software  
291 metrics interfacing with Blackboard architecture.

292 The recommendations made for Blackboard to meet the needs and demands of their customers are: (1)  
293 Designing Blackboard as a centralized supporting class with generic functions (2) Defining persistent data  
294 requirements, (3) Determining user interface requirement, and (4) Translating recurrent and mechanical tasks  
295 into automated knowledge sources.

296 While Blackboard focuses on sustaining their customers, their rivals are in full gear designing products and  
297 features that are revolutionizing the LMS industry and adult and higher education environments (Mbuvu, 2014).  
298 Blackboard's quick response to the market could put them in a competitive advantage; however, slow to entry  
299 with new or improved products and features could cost Blackboard tremendously in the future.

300 **14 d) Moodle**

301 Moodle, first released in 2002, is quite unique compared to their competitors. The educational and business  
302 model behind the design of Moodle came out of a pedagogy-oriented approach (Minovic, 2012). The goal is  
303 to create a platform for students to contribute to the educational experience and sustain learning communities  
304 (Alwi & Fan, 2010). Moodle is owned by Moodle Communities and can be accessed on mobile apps and other  
305 electronic platforms and devices worldwide. Moodle is the preferred learning management system utilized by many  
306 universities around the world to manage eLearning activities; since it is considered to be more affordable compared  
307 to other learning management systems. Based on its unique features and capabilities, several universities embrace  
308 this technology and encourage their faculty members to utilize the platform to manage their classroom learning  
309 activities and monitor student's activities and performance (Korte, 2009).

310 **15 e) Canvas**

311 Canvas learning management system is more intuitive and easier to use for classroom management, teaching, and  
312 learning ??Marta, 2015). This product has been on the market since 2011 and is widely preferred by community  
313 colleges and universities, predominantly within the USA. Canvas is owned by Instructure, an educational  
314 technology company based in Salt Lake City, Utah. Instructure is the developer of MOOC, a Canvas network  
315 that is dominating the market with open online courses (Emmons et al., 2017). Many community colleges and  
316 universities are replacing Blackboard with Canvas based on its advanced capabilities that are meeting the needs  
317 of its customers (Romeo et al., 2017).

318 Stigall (2016) talked about the distinctions that made Canvas highly preferred compared to their rival's  
319 Blackboard, Moodle, D2L, and others. The LMS does have similar features as their rivals; however, the way  
320 the features are implemented and the availability of features to customers that are fee-based -unavailable on  
321 other LMS platforms. Canvas is the solution to Blackboard's web application problem and the advancement to  
322 Blackboard. Canvas was built on Ruby on Rails, which is a programming language for modern Web applications.  
323 Canvas benefits include reduction of programming time and room for frequent updates and bug fixes, unlike  
324 Blackboard's deficiency in these areas of programming and Web application functioning.

325 While Canvas sustains market interest, their competition may cease to exist or may come up with products  
326 that will disturb the LMS industry or adult and higher education environments. Canvas competitor Blackboard  
327 is experiencing difficulty competing and is losing a lot of market shares. Canvas is still the most preferred product  
328 in the LMS industry (Canvas Commons, 2018). Canvas is considered to be the upgraded version of Backboard  
329 with more intuitive capabilities to improve classroom navigation, classroom set-up, course management, faculty-  
330 student engagement, and self-direct learning (Little-Wiles & Naimi, 2011).

331 The learning management systems elaborated on are in this study are the most commonly used learning  
332 platforms used at higher education institutions worldwide. These LMS platforms make navigation and accessing  
333 learning activities and resources easy for students and faculty members at higher education institutions. These  
334 learning management systems have influenced student learning and learning outcome with the aid of faculty  
335 involvement and instructions within the learning environment. Furthermore, faculty members find these learning

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336 management systems to be userfriendly and intuitive, which makes it easy for them to develop courses and  
337 disseminate knowledge, which will influence students learning and faculty-student relationship.

## 338 **16 Year 2019**

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340 f) LMS -Faculty Perspective Faculty members at adult and higher education environments have shared their  
341 perspectives regarding the influence of learning management systems on adult learning, classroom management,  
342 and engagement. Regardless of the learning management system platforms adopted by higher education  
343 institutions, faculty members have contributed their perspectives about which platform influences student learning  
344 and adds value to the classroom learning and effectiveness (Nasser, Cherif, & Romanowski, 2011). Studies  
345 were conducted to capture faculty member's perception about learning management systems utilization in the  
346 classroom to manage learning activities, increase students learning and engagement, and monitor student's  
347 activities and performance. Studies have shown a positive correlation of faculty attitude towards learning  
348 management systems and the utilization of the platform in their eLearning or online classroom (DeNeui, &  
349 Dodge, 2006). Faculty members across the world have embraced learning management systems as a crucial part  
350 of their teaching-learning activities in their classroom and have dedicated their time and resources to make the  
351 student learning experience interactive and positive (Harijanto & Marisa, 2016).

352 Little-Wiles (2012) focused on the faculty perspective about learning management systems and how it  
353 influences students learning, engagement, and the benefits it brings students online learning experience. The  
354 study was conducted at Purdue University in Indianapolis to explore the faculty usage and perceptions of  
355 learning management systems. A survey was conducted with four open-ended questions about which they most  
356 or least like about learning management systems and what recommendations would they provide to improve how  
357 learning management systems accommodate and facilitate online learning. Approximately 39 percent of the 131  
358 participants responded to the survey questions. Over 90 percent of the faculty members who participated in the  
359 study used the learning management system to manage their classroom learning activities and resources. Based  
360 on the participant's response about their perception of the learning management systems platform used to record  
361 students grades and distribution of their class syllabus, 54 percent said that it was extremely important to use,  
362 30 percent said it was very important, 16 percent said it was important, and none said it was not important.  
363 Learning management systems utilized were highlighted favored for the flow of knowledge and transformative  
364 learning.

365 Chang (2008) examined faculty perspective of the Blackboard learning management system and their  
366 utilization of the learning management system to increase students eLearning experience at a large Midwestern  
367 university within the USA. The study was conducted to explore in-depth faculty description of concerns with  
368 Blackboard. A web survey was conducted, of which 1208 faculty members received the survey, and only 158  
369 responded. The study shows that faculty members use Blackboard fundamentally for administration purposes  
370 of managing their online teaching-learning courses and very few considered pedagogical concerns in Blackboard  
371 when teaching their students. The study shows that faculty members embrace learning management systems as  
372 a revolutionary way of disseminating knowledge through an online platform that makes it simple to manage their  
373 classroom, student engagement, and utilization of various features in Blackboard to enhance learning and future  
374 application of knowledge.

375 According to Wichadee (2015), a learning management system (Moodle) plays a critical role in organizing  
376 faculty members course contents at a private university in Thailand. The focus of the study was to explore  
377 faculty members attitude towards learning management systems and the utilization of the platform in their  
378 classroom. A questionnaire was forwarded to sixty-two faculty members, of which 41 faculty members utilized the  
379 learning management system platform in their class while 21 faculty members did not utilize the platform in their  
380 classroom. The study shows that faculty members embraced the Moodle platform for the sole purpose of effective  
381 classroom management, userfriendliness of the platform, and increase student engagement and performance versus  
382 not using the platform to disseminating knowledge to their students. The correlation between faculty attitude  
383 towards an LMS platform was positive. The faculty members who participated in the study were 26 males and  
384 36 females who have taught a minimum of ten years and have completed their bachelors' degree. These faculty  
385 members who utilized the Moodle learning management system had previously used other LMS systems to teach  
386 their online classes.

## 387 **17 g) LMS -Students Perspective**

388 Learning how to navigate through an online learning management system platform can be a challenging experience  
389 for students, whether or not they have a previous online learning experience. Each learning management system  
390 accessibility and capability are different; however, they can enable students to have a positive or negative online  
391 learning experience. Understanding how the platform works and where to find content and resources, as well  
392 as knowing how to communicate with their professor and classmates is essential to student's effective classroom  
393 engagement and participation. Students look for the best online learning experience and, with the help of IT  
394 professionals, staff and faculty members, students will be at peace within their mind to know that they will be  
395 taught and guided on how to embrace and utilize the higher education institution learning management system.

396 Learning management system videos and user guides are great resources that can add value to students learning  
397 about how to use and benefit from the higher education institution learning management system adopted to  
398 facilitate online learning.

399 Islam (2015) investigated faculty and student perception regarding the usage of Moodle learning management  
400 system and tested the role of each user to determine the satisfaction and continued usage of the platform for  
401 teaching-learning purposes at a higher education institution. Data were collected from 170 faculty members  
402 and 233 students who are stakeholders at a Finnish university that uses Moodle as an online learning platform.  
403 The study captures the utilization of the features in the Moodle platform by faculty members to manage their  
404 classroom and student learning activities. The dependence on the platform by each faculty member to deliver  
405 quality content and resources was extensive and shows faculty understanding and appreciation of the platform.  
406 The study shows that students find the Moodle learning management system to be user-friendly and easy to  
407 navigate to access their course materials and engage in the classroom. Despite the instructions given to students to  
408 use the platform, students had minimal difficulty accessing and using the platform to complete their assignments  
409 and assessments.

410 The study shows that younger students embraced and appreciated the learning management system more than  
411 older students due to their technology savviness. Students perception of the Moodle learning management system  
412 is positive and shows a high acceptance and utilization of the platform to learn online versus in the traditional  
413 classroom environment. The hypotheses from the study show that the influence of ease of use on satisfaction,  
414 confirmation, and perception of usefulness is moderate, such that the effect will be stronger for students. The  
415 quantitative approach revealed the results validating students' appreciation and utilization of the Moodle learning  
416 management system as a learning platform for effective online and distance learning. In the context of selecting  
417 a learning management system for classroom management and online learning, the Finnish university adopted  
418 the Moodle platform as one of the best online learning management system to utilize in the hopes that it will  
419 increase students learning and engagement.

420 Gali, Naveh, and Nava (2010) examined students' utilization of Blackboard learning management system  
421 and their satisfaction at a higher education institution. Data for 1212 course websites were collected from the  
422 learning management system warehouse, student management database, instructor management database, and  
423 satisfaction questionnaires. The study concluded that students using a learning management system experienced  
424 a high level of satisfaction and low correlation between use and satisfaction. The study provided a comprehensive  
425 review of past research that found that student satisfaction with learning management systems is correlated to  
426 course content, perceived usefulness, communication quality, knowledge transmission, and previous achievements  
427 and computer literacy ??Liaw, 2008; ??elim, 2007). Other students found that student satisfaction with learning  
428 management system usage correlates with the actual use, previous student achievements, and course dropouts  
429 ??Hong, 2002).

430 Student perception about learning management systems is significant to effective learning and communications  
431 with their instructor and fellow classmates within an online learning environment. Whether a student is self-  
432 directed or regulated or not, it is important that students know how to access, navigate, and utilize the online  
433 platform to learn and perform successfully within the classroom. The fact that online enrollment and learning  
434 has increased significantly over a decade demonstrates that the need for a carefully designed, user-friendly and  
435 autonomous learning management system is critical for higher education institutions to adopt and implement  
436 (Naveh, Tubin, and Pliskin, 2010).

### 437 18 h) LMS -Administrators and IT Professionals Adoption

438 Higher education institutions IT and leadership teams will be the key players to research and recommend the best  
439 and most cost-effective learning management system to adopt for the sole purpose of meeting the needs of student  
440 learning and success in an eLearning environment ??Lonn, and Teasley, 2009). The institutional effectiveness of  
441 leadership and team over time should gather data collected from students' response regarding their satisfaction  
442 with the adoption and implementation of the learning management system selected for online teaching-learning.  
443 The findings and results will influence the decision making of whether or not the higher education institution  
444 should continue with the selected learning management system adopted and implemented to facilitate online  
445 learning.

446 Ozkan, Koseler, and Baykal (2009) focused on researching, adopting, purchasing, and implementing a new  
447 learning management system at a higher education institution for online teaching-learning. Forty-two participants  
448 responded to the survey questions and returned for data collection purposes. The results show that before  
449 adopting and implementing a learning management system, there are three constraints to consider that are  
450 critical to reaching the institution's intended goals for its students. First, learner characteristics are important  
451 to understand and concentrate on before purchasing the online delivery platform. In other words, students'  
452 attitudes, motivations, beliefs, and confidence must be recognized, especially when enrolled in an autonomous  
453 and self-directed learning environment. The environment is expected toYear 2019 Volume XIX Issue VI Version  
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455 be designed specifically to meet and facilitate those needs and make the learning experience positive. Secondly,  
456 the instructional structure is significant in that multimedia technology, tools, and resources will facilitate and  
457 increase students learning and classroom engagement.

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458 The information collected by IT professionals and administrators at a higher education institution is critical to  
459 the current, updated, or discontinued learning management system effectiveness in the future. With students and  
460 faculty success in the classroom in mind, IT professionals and administrators at the higher education institution  
461 have to perform research and compare and contrast the various learning management systems in order to select  
462 the best fit for the institution's needs. The feedback from the users of the learning management system can be  
463 converted into the knowledge needed to choose a platform that will increase student enrollment, increase student  
464 learning, and improve classroom engagement and participation. The smooth flow of knowledge and information  
465 with the facilitation of media technology, learning resources, and tools is required for students' success, faculty  
466 teaching effectiveness, and the institutions increased bottom-line over time. With the feedback from both faculty  
467 members and students, IT professionals and administrators will have the appropriate information needed to make  
468 a strategic and financial management decision that will contribute value to the institution's overall success.

469 To strengthen the validity and reliability of the study, a review of the literature about faculty, students, and  
470 leadership perspectives regarding the explored phenomenon was conducted ??Neuman, 2000). The participants  
471 who participated in the review of novels responded to surveys, self-administered questionnaires and interviews  
472 pertaining to learning management systems utilization, online learning, traditional teaching, and higher education  
473 institutions contribute to student learning ??Patton, 2000). The qualitative and quantitative literature reviewed  
474 has contributed value to this study regarding the explored phenomenon. Capturing each participant perspectives  
475 regarding the explored phenomenon and answering the research questions will provide solutions and insight that  
476 leadership and IT administrators will need to make decisions regarding the selection of learning management  
477 systems and its influence on students learning, growth and application of knowledge in the future (Silverman,  
478 2010).

479 This explored phenomenon addresses the gap in literature regarding learning management systems: the game  
480 changer for traditional teaching and learning at adult and higher education institutions and provides a solution  
481 that will improve higher education institutions knowledge sharing processes that will influence adult learners'  
482 way of effective learning and future application of knowledge and training in their field of study after completing  
483 their college education. Learning management systems are critical to adult, and higher education institutions  
484 ability to meets the needs of adult learners and improve the institutions bottom-line.

## 485 **19 VII. Research Methodology**

486 A qualitative research method case study approach was conducted at a local university in the state of Florida  
487 (Dhanda, 2013). The purpose for a qualitative case study approach was to capture the realife perspectives of full-  
488 time faculty members, adjunct faculty members, students and academic deans at a higher education institution  
489 in the state of Florida ??Yin, 2009). An individual interview was conducted with each participant at agreed-upon  
490 locations that were conducive to each participant. The participants agreed to meet on the university campus, at  
491 coffee shops, and at local libraries to participate in the individual semistructured interview (Suri, 2011). Each  
492 participant was asked seven qualitative research questions and was assured that their identity would be kept  
493 confidential and anonymous. The seven individual interviewed questions that were asked during the interviews  
494 were designed to answer the two qualitative research questions regarding the perspectives of each participant  
495 regarding the explored phenomenon ??Devers, & Frankel, 2000).

496 Savin-Baden and Major (2013) made clear the importance of participating and capturing the human social  
497 feature when running research. When intermingling with participants and conducting observation, it is important  
498 to capture the true substance of the experience in real-time and note data that are recent and are a true  
499 reproducing of the views and perceptions shared by each participant. Qualitative research is used to reveal trends  
500 in thought and views and plunge deeper into the issue (Williams & Moser, 2019). Qualitative data collection  
501 methods differ using semi-structured or unstructured methods. Rather interesting is that some shared methods  
502 involve focus groups, individual interviews, and participation/observations. These data collection instruments  
503 are tools used to capture the qualitative responses from participants who volunteer to participate in the study.

## 504 **20 a) Qualitative Research Method**

505 This qualitative case study explored the perspectives of academic leadership, faculty and students at higher  
506 education institutions regarding the implementation of learning management systems: the game changer  
507 for traditional teaching and learning at adult and higher education institutions to influence adult learners  
508 transformative learning and future applicability of knowledge in their field of study. The qualitative case study  
509 research collected qualitative data from the participants during an individual interview and nonparticipative  
510 observation at the higher education institutions.

511 The qualitative research highlighted two theoretical foundation theories, and how they influence academic  
512 leadership knowledge management practices and adult learners transformational learning and future applicability  
513 of knowledge in their respective field of study: learning management systems and transformative learning.  
514 Furthermore, the significance of this qualitative research was to capture the perspectives and lived experiences of  
515 each participant regarding the explored phenomenon and to produce a solution that will influence higher education  
516 institutions leadership to improve knowledge sharing processes that will influence adult learners' transformative  
517 learning and applicability of knowledge after completing their college education (Nemec, 2012).

518 **21 b) Case Study Design**

519 Amongst the several methods of qualitative research, the case study is the most prevalent one in fields such as  
520 business management and higher education, just to name a few. Yet, as Yin (2012) perceives, the literature on  
521 case studies has disposed to the prominence on the methods of data collection and analysis instead of methods of  
522 hypothesizing from case studies. Furthermore, partly due to the impact of the landmark methodological works of  
523 Savin-Baden & Howell (2013), the importance has been on building theory from case study research. A case study  
524 has the conceivability to be individually enduring since there are few theoretical or methodological limitations  
525 to constrain a review and each project if finished well, includes some procedure of encounter as latest knowledge  
526 and principle arise from the case procedure. The case study includes empirical explorations of single cases that  
527 are distinctively exceptional. The work initially benefits the researcher assuming the project, and then when the  
528 latest knowledge is pragmatic to exercise, it can have usefulness for others.

529 The case study was conducted at a local university in the state of Florida. There are over twenty universities in  
530 the state of Florida, however, based on the university's location, student population and the utilization of several  
531 learning management systems within the past two decades, the university in Florida was chosen for this case  
532 study. Capturing the perspectives and experiences of faculty members, administrators and students is essential  
533 in this qualitative research case study. This case study provides insights to administrators, IT professionals  
534 and educators about the significance of learning management systems and how learning management systems  
535 influence adult learners transformative learning and future application of knowledge received in the classroom,  
536 especially in a virtual or online environment through distance learning. Despite the fact that the case study  
537 was conducted at a particular university in the state of Florida, the outcome from the study can be used by  
538 adult and higher education institutions to improve adult learners transformative learning, student retention, and  
539 performance.

540 **22 VIII. Data Collection and Analysis**

541 The purpose of the qualitative research case study is to explore and understand how do faculty members, students,  
542 and leadership perceive learning management systems as a game-changer of traditional teaching and learning at  
543 an adult and higher education institution in the state of Florida (Stake, 1995). The participants in the study  
544 were full-time faculty, adjunct faculty, adult learners, and academic deans at a local university in the state of  
545 Florida. The participants agreed to participate in the study after being invited to participate in the study. The  
546 academic deans of the higher education institution gave permission to conduct the survey on campus on scheduled  
547 dates and times agreed upon by each participant ??Kvale, 1996). The data collected from each participant were  
548 analyzed, interpreted, and discussed in this study. The analysis, interpretation and results from the survey will  
549 enable IT professionals and administrators at higher education institutions to embrace, select and utilize and  
550 learning management systems that will influence faculty transformational teaching in the classroom and student  
551 transformative learning and application of knowledge in their respective field of study (Md. Ali, & Yusof, 2011).

552 **23 a) Data Collection**

553 Qualitative research explores the words shared by each participant describing their experiences relating to the  
554 phenomenon explored ??Rossiter, 2008). The participants were asked opened-ended questions during the semi-  
555 structured interviews. The purpose of the qualitative research method is to understand the experiences and  
556 perspectives of each participant and to analyze and interpret the data collected that will influence the decision  
557 making of administrators and IT leaders regarding learning management systems adoption and implementation  
558 that will influence adult learners transformative learning and instructor's dissemination of knowledge in the  
559 classroom, especially in virtual and online environments (Lichtman, 2013). The qualitative data responses  
560 collected from each participant give insights to decision-makers to adopt LMS systems that will influence  
561 transformative learning in the classroom, faculty classroom management, faculty teaching and course development  
562 (Lincoln, & Tierney, 2004).

563 **24 b) Data Analysis**

564 Data analysis typically tends to be straightforward since the researcher can relate and distinguish diverse answers  
565 provided to similar questions. A thematic analysis was used in this study to capture qualitative data from each  
566 participant. Thematic analysis is a method for categorizing, exploring, and deciphering patterns of meaning  
567 within qualitative data(Savin-Baden, & Howell Major, 2013). Thematic analysis can be used throughout a variety  
568 of theoretical frameworks and certainly research exemplars. There are forms of thematic analysis established for  
569 use within positivist structures that focus on the significance of coding consistency. The thematic analysis  
570 approach used postulates comprehensible and systematic processes for producing themes from qualitative data.  
571 This analysis helps us to understand how codes are the nominal elements of analysis that capture the stimulating  
572 qualities of the data pertinent to the research question. This approach was used for the constructing of extensions  
573 for themes, patterns of connotation, reinforced by a fundamental classifying concept (Savin-Baden, & Howell  
574 Major, 2013).

575 Capturing and analyzing qualitative data is crucial to qualitative research findings, discussions, and  
576 recommendations. The traditional approach of analyzing qualitative data collected for themes data by using SPSS

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577 or NVIVO software will be used during my study. Coding of qualitative data may be explored during my study to  
578 help develop the themes that will be generated from each participant's responses during the interviews conducted.  
579 The themes captured will provide insight, solutions, and contribute value to discussions and recommendations  
580 that will be elaborated in the study. An NVIVO software was used to analyze the data collected from each  
581 participant ??Sapsford, & Jupp, 2006). Data collected from the individual interviews and self-administered  
582 questionnaires we first coded and then categorized in the NVIVO software before the analysis was conducted  
583 (Salana, 2013).

## 584 **25 c) Sample**

585 Table 1 shows that a total of 34 participants at the local university volunteered to participate in the study. The  
586 participants in the study were: (1) three academic deans and two associate deans (2) Six fulltime faculty (3)  
587 five adjuncts and (4)18 graduate and undergraduate students. The college deans are white males who worked  
588 as college deans over five years and has completed their Ph.Ds. The faculty members worked in their respective  
589 fields over ten years have been teaching over five years at higher education institutions. The full-time faculty  
590 members completed their Ph.D., and the adjuncts completed their master's degree. Both deans and faculty  
591 members worked with learning management systems at their current and previous higher education institutions  
592 at an average of five years. The adult learners in the study worked with learning management systems between  
593 1 to 5 years while acquiring their college education. Each participant was invited to participate in the study  
594 via email and face-face at the local university. Each participant was notified that their responses would be  
595 confidential and anonymous. They were notified that their responses would be of great value to adult and  
596 higher education institutions and the body of knowledge. The participants were invited to participate in a semi-  
597 structured interview at locations, dates, and times convenient to their availability. Some of the participants were  
598 interviewed at the local university while the others were interviewed at coffee shops, libraries, and restaurants.  
599 The participants are from the college of business and the college of education. The number of participants in  
600 the study satisfies a qualitative case study approach requirement and the sharing of perspectives regarding the  
601 explored phenomenon.

## 602 **26 IX. Results**

603 Table 2 shows the seven thematic categories were formulated from the seven interview questions that each  
604 participant responded to: (1) LMS Utilization (2) LMS Traditional versus Online Learning (3) LMS Student  
605 Learning and application (4) LMS Faculty Teaching (5) LMS Student acquiring College Education Online Versus  
606 On-Campus (6) LMS Selection and Adoption and (7) LMS Game Changer for Traditional Teaching and Learning,  
607 to capture the themes generated during the interviews. Under each thematic category, four themes were generated,  
608 which reflects the perspectives and experiences of each participant during the semistructured interviews. Each  
609 participant value the themes generated and believes that each theme is a valueadded to any adult and higher  
610 education institution performance and effectiveness.

## 611 **27 a) LMS -Utilization**

612 Each participant believes that learning management system helps faculty with effective classroom management  
613 and dissemination of knowledge. LMS helps with their flexibility to teach and grade student's assessments on a  
614 weekly basis. Each participant believes that LMS helps with learning resources accessibility and is convenient  
615 for both adult learners and faculty members to communicate, interact, and influence adult learning.

## 616 **28 b) LMS -Traditional versus Online Learning**

617 Each participant shared that they had positive experiences using LMS to teach online and in traditional  
618 environments. The participants believe that LMS facilitates effective learning in the classroom, especially in the  
619 online environment. They believe that LMS enables quality learning in online environments versus traditional  
620 learning environments. Furthermore, they believe that LMS is a great interactive tool for students and faculty  
621 to communicated and learn from each other.

## 622 **29 c) LMS -Student Learning and application**

623 The participants shared that LMS facilitate faculty-student communications in the online and oncampus  
624 classroom environments. They shared that LMS improves the faculty-student relationship in the online  
625 environment versus on-campus environment. They believe that LMS influence students transformative learning  
626 and future application of knowledge. Furthermore, the participants shared that LMS increases student  
627 engagement in the classroom, especially in the online environment.

## 628 **30 d) LMS -Faculty Teaching**

629 Each participant shared that LMS enables quality teaching on-campus and especially in the online environment.  
630 The participants believe that LMS is suitable for knowledge sharing and transformative learning in the online  
631 environment. The participants shared that LMS connects students and faculty, which influence adult learners'

632 continuance of taking online courses. Each participant agreed that LMS is great for students who cannot make  
633 it on-campus to complete their college education. They believe that LMS is great for distance learning, and it  
634 benefits adult learners tremendously.

**635 31 e) LMS -Student acquiring College Education Online**

636 Versus On-Campus Each participant believes that LMS has influenced how students acquire knowledge and their  
637 college degree. They shared that LMS has influenced where adult learners are acquiring a college education. The  
638 participants shared that LMS has influenced many adult learners to prefer online learning versus being oncampus.  
639 Furthermore, each participant shared that LMS has influenced adult learners to acquire their college education  
640 online owing to the convenience of online learning.

**641 32 f) LMS -Selection, Adoption, and Implementation**

642 Each participant believes that LMS is suitable for learning, and it influences a student's transformative learning,  
643 transformational teaching, classroom management, knowledge sharing, and institutional effectiveness. Each  
644 participant believes that selecting, adopting, and implementing a user-friendly LMS will contribute great value  
645 to student learning, instruction and curriculum development and knowledge sharing within the classroom.  
646 Furthermore, each participant shared that LMS will help with their decision making regarding how and where  
647 to acquire their college education.

**648 33 g) LMS -Game Changer for Traditional Teaching and**

649 Learning Each participant believes that LMS changes the way students learn in an online environment and  
650 influences student's decisions regarding whether to take classes online or on-campus. The participants believe  
651 that LMS changes the way professors teaches, especially in an online environment and that LMS changes the  
652 way faculty manage their online and oncampus classroom. Furthermore, each participant believes that LMS is a  
653 game-changer for traditional teaching and learning, and LMS should be selected, adapted, and implemented at  
654 any adult and higher education institution.

655 The themes generated shows that each participant shared the same perspective regarding the explored  
656 phenomenon. Based on each participant experiences with learning management systems and how it positively  
657 influences: transformational teaching, transformative learning, knowledge sharing, classroom management,  
658 student enrollment, accessibility to college education, institutional performance, growth, and development.  
659 Furthermore, adult and higher education institutions can use this study to (1) improve the adult learners-  
660 institutional relationship, (2) facultystudent relationship, and (3) institutional effectiveness. The participants  
661 shared that once adult and higher education institutions leadership recognize, appreciate and embrace the  
662 themes generated, the opportunity for advance human intelligence will emerge and adult learners will have a  
663 better perspective of the significance of knowledge acquisition and future application of such, especially in their  
664 respective field of study.

**665 34 X. Discussions and Conclusions**

666 From this study, higher education leaders, faculty, and IT administrators can utilize the results to improve how  
667 adult learners acquire their college education and improve institutional effectiveness of meeting the needs of  
668 internal and external stakeholders. The review of the literature was conducted to understand the perception  
669 of faculty members, students, and leadership about online teaching-learning and the utilization of learning  
670 management systems as the game-changer for traditional teaching and learning at adult and higher education  
671 institutions. The responses from the participants in each study conducted serve a significant purpose that will  
672 contribute to an institution's effectiveness to deliver higher education through learning management system  
673 platforms to adult learners from different parts of the country and of the world. The results from the data  
674 analyzed will help developers of learning management systems to design platforms that best increase students  
675 learning and engagement. Increased student enrollment for eLearning requires careful preparation and design of  
676 the classroom by faculty members so that the flow of knowledge will increase students transformative learning  
677 and satisfaction. Knowledge sharing is essential in the learning environment; however, without the appropriate  
678 tools, resources, and technology incorporated into the classroom, students can find it challenging to learn and  
679 perform successfully.

680 Traditional classroom enrollment has decreased over the years when compared to the increase in student  
681 enrollment into online learning environments (Imhof, et al., (2018). Whether students have the option or not to  
682 enroll in an online learning environment, colleges and universities have invested in learning management systems  
683 to accommodate and facilitate increased student enrollment for eLearning purposes. Leadership at colleges and  
684 universities have recognized that to keep their doors open and compete with their rivals; they have to transition  
685 from fully in-class traditional teaching-learning to accommodate online teaching learning (Ippakayala, & El-Ocla,  
686 2017). The pressure to make such a transition is so critical that Over the last few decades, colleges and universities  
687 that were designed to provide mostly or fully online education, have disrupted how and where students acquire  
688 higher education. These universities have been the main adopters and implementers of learning management  
689 systems so as to capture a large student population and have increased their revenue stream exponentially over

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690 a decade as a result. The leadership of these partial and fully online institutions has realized the dynamics  
691 of business model effectiveness along with strategic and financial management practices for the purpose of  
692 maximizing shareholder wealth. The traditional way of teachinglearning has changed significantly over the years,  
693 and with the accommodation of learning management systems, faculty members, students, and higher education  
694 institutions have recognized and now appreciate the benefits and required continual investments needed to make  
695 sure that higher education learning is not restricted to the face-face, in-class environment. When students are  
696 given the option or required to embrace online learning, learning management system platforms are the key  
697 technology needed to make student learning and success possible. Students now have options to choose how and  
698 where they want to acquire their college education. From the review of the literature and the semi-structured  
699 individual interviews conducted, learning management systems are the game changers of traditional teaching and  
learning at adult and higher education institutions. <sup>1 2</sup>

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Figure 1: Table 1 :

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Figure 2: Table 2 :

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<sup>1</sup>Learning Management Systems: The Game Changer for Traditional Teaching and Learning at Adult and Higher Education Institutions  
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