CHAPTER 10

CHILDHOOD EDUCATION UNDERGRADUATES' ATTITUDE TOWARDS LEARNING MANAGEMENT SYSTEM IN KWARA STATE



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ABSTRACT

This study examined the attitudes of undergraduate students in Childhood Education towards learning management systems in Kwara State, Nigeria. A descriptive survey research design was employed and a multi-stage sampling technique was used to select 507 participants. Data was collected using the Questionnaire on Childhood Education Undergraduates' Attitude towards Learning Management System (QCEUALMS), which was validated and tested for reliability (r=0.74). One research question and one hypothesis were developed to guide the study. The collected data was analyzed using percentage, mean, and independent t-test. The findings revealed that undergraduate students in Childhood Education had a positive attitude towards learning management systems in Kwara State. In addition, it was found that there was no significant difference in attitudes towards learning management systems based on gender. Based on these findings, it was concluded that undergraduate students in Childhood Education, regardless of their gender, hold a positive attitude towards learning management systems. It was recommended that efforts be made to further encourage the use of learning management systems among these students by providing access to internet facilities

INTRODUCTION

The massive development of Internet application has been sparked by the quick advancement of computer and mobile technology. The Internet has been utilized in a variety of ways to meet the demands of the social community. According to Wong and Li (2011), ICT has the capacity to facilitate specific improvements in learning. The Internet technology has been used in Higher Institutions to provide resources, information, and interactivities (Trayek & Hassan, 2013).

Platforms like Learning Management Systems (LMS), a type of e-learning technique, have been used in an effort to make learning abstract concepts in certain subject areas simpler. According to Dagada and Mungai (2013), e-learning is a method of instruction that uses a variety of information and communication technologies to enhance the quality of teaching and learning in a particular setting. Learning management system (LMS) is a

learning platform for both full time and distant learning undergraduates. It is a tool to disseminate information and learning resources to the students (Trayek & Hassan, 2013). A web-based system called an LMS enables online communication, assignment submission and return, and material sharing between teachers and/or students. Learning management systems (LMS) enable for quick student access to learning resources, effective teacher-student interaction, and long-lasting learning collaborations through a medium that forgoes direct physical touch or face-to-face communication.

Many universities are using Learning Management Systems (LMS) to deliver online courses to students. These systems, which consist of a collection of tools and features designed to facilitate coursework and learning, allow students to pursue educational goals remotely, even if they are unable to physically travel to the school. Hybrid courses, which combine LMS and online learning with in-person instruction, also give students the opportunity to engage with their teachers in person. The use of LMS in regular courses is also becoming increasingly common, providing opportunities for teachers and students to connect and improve learning engagement (Dahlstrom & Bichsel 2014).

According to Ellis (2009), LMS is a platform that allows students to access a large amount of online information. Al-Khalifa (2010) views LMS as a platform that enables students to complete tasks quickly by uploading various types of files and allowing users to access the information from anywhere and at any time, as well as communicate electronically with other students and the tutor. Brown and Johnson (2007) see LMS as a tool for training, evaluation, and tracking results.

Learning Management Systems (LMS), such as Moodle, Blackboard, and JUSUR, are used by many universities worldwide as part of their teaching and learning practices (Alghamdi & Bayaga, 2016). Students are often required to attend general and disciplinary lectures through LMS. While some students may be familiar with LMS, others may be new to this technology and their attitudes towards it can impact its success. According to Ajijola, Ogunlade, and Aladesusi (2021), learner attitudes towards technology can differentiate users and are a good indicator of their approach to it. McGill and Klobas (2008) argue that it is important to measure attitudes towards the use of an object rather than the object itself, as attitudes refer to an individual's positive or negative judgment about a specific subject.

A number of studies (Trayek & Hassan, 2013; Alghamdi & Bayaga, 2016; Munasinghe & Wijewardana, 2016; Alshorman & Bawaneh, 2018; Ajijola, Ogunlade & Aladesusi, 2021) have been carried out on learning management system, but none of these studies examined the attitude of childhood education undergraduates' attitude towards learning management system in Kwara State, particularly in the two universities where the study was conducted.

Gender is another variable that is of interest in this study. Gender refers to the social, economic, political, and cultural attributes and opportunities that are associated with being a man or a woman. These definitions can vary across cultures and change over time. Gender is also a sociocultural expression of specific characteristics and roles that are associated with particular groups of people in relation to their sex and sexuality (Ghosh, 2020). Gender can refer to the range of characteristics that differentiate between femininity and masculinity and may include biological sex and sex-based social structures (Kevin, 2017). The gender of

childhood education undergraduate students could potentially influence their perception, as previous studies (Suri & Sharm, 2013; Alshorman & Bawaneh, 2018; Ajijola, Ogunlade & Aladesusi) have examined the possible influence of gender, though the findings of these studies were inconsistent. This inconsistency justifies the need to consider gender as a moderating variable in this study

Statement of the Problem

The rapid advancement of computer and mobile technology has led to the significant development of Internet applications. The Internet has been utilized in higher education institutions to provide resources, information, and interactivity. One such technological platform used for teaching is the Learning Management System (LMS), which enables quick student access to learning resources, effective teacher-student interaction, and long-lasting learning collaborations. Students are expected to use this platform for learning, and their attitudes towards it are important in determining its effectiveness. Therefore, this study aims to investigate the attitudes of childhood education undergraduate students towards the LMS in Kwara State.

Research Question

1. What is the attitude of childhood education undergraduates' towards learning management system?

Hypothesis

H_{o1}: There is no significant difference in the Childhood education undergraduates' attitude towards learning management system on the basis of gender.

Method

This study employed a survey research design and used a multi-stage sampling technique. Purposive sampling was used to select universities that offered early childhood and primary education as a course and had a learning management system (LMS). Kwara State University and the National Open University were the only two universities that met these criteria. Then, a simple random sampling technique was used to select 507 undergraduates from these universities. An adapted questionnaire, titled the "Questionnaire on Childhood Education Undergraduates' Attitude towards Learning Management System" (QCEUALMS), was used to gather data. QCEUALMS was validated by experts in educational technology and lecturers in the Department of Early Childhood and Primary Education at Kwara State University. The questionnaire's reliability was tested using the test-retest method with a sample of 20 undergraduates, resulting in a reliability coefficient of 0.74. Data analysis was conducted using percentage, mean, and independent t-tests.

Research Question

Table 1: Attitude of Childhood Education Undergraduates' towards Learning Management System

S/N	Statements	Strongly Agree	Agreed	Disagree	Strongly Disagree	Mean
1	LMS is simple to use	323(63.7)	113(22.3)	35(6.9)	36(7.1)	3.43
2	I like using LMS	351(69.2)	135(26.6)	12(2.4)	9(1.8)	3.63

3	LMS allows easy return to previous pages	323(63.7)	154(30.4)	16(3.2)	14(2.8)	3.55
4	Using LMS useful in my academic study	270(53.3)	112(22.1)	76(15.0)	49(9.7)	3.19
5	Using LMS fosters my effectiveness in learning	234(46.2)	87(17.2)	77(15.2)	109(21.5)	2.88
6	Using LMS in the comfort of my hostel reduces my cost of transportation to school	296(58.4)	172(33.9)	19(3.7)	20(3.9)	3.47
7	I will like to use for all my courses	335(66.1)	124(24.5)	36(7.1)	12(2.4)	3.54
8	I use LMS to get more information about my course	363(71.6)	117(23.1)	11(2.2)	16(3.2)	3.63
9	Using LMS makes it easier to do my homework	267(52.7)	121(23.9)	54(10.6)	65(12.8)	3.16
10	Using LMS reduces the stress of struggling for vehicles to get to school	410(80.9)	70(13.8)	12(2.4)	15(3.0)	3.73
	Weighted Mean					3.42

Decision Rule: Negative: 1:00 – 2.49 Positive: 2.50 – 4:00

Based on the means in Table 1, the respondents strongly agreed with items 2, 3, 7, 8, and 10, and agreed with items 1, 4, 5, 6, and 9. The weighted mean is 3.42, indicating that childhood education undergraduates have a positive attitude towards the learning management system.

Hypothesis

Table 2: Difference in the Childhood Education Undergraduates' Attitude towards Learning Management System on the Basis of Gender

Gender	n	Mean	Std. Deviation	t	df	Sig	Remark
Male	222	33.94	6.83	-.993	505	.321	Not Significant
Female	285	34.42	3.84				

Table 2 shows that there was no significant difference in the attitudes of childhood education undergraduates towards the learning management system based on gender ($t = -.993$; $df = 505$; $p > 0.05$). As a result, the hypothesis is rejected because the significant value is greater than 0.05

Discussion of Findings

The results of this study showed that childhood education undergraduates had a positive attitude towards the learning management system. This may be due to the fact that the respondents enjoy being online and appreciate the convenience of not having to attend physical classes. This finding is consistent with the findings of Munasinghe and Wijewardana (2016), who reported that students had a positive attitude towards LMS. However, it

contradicts the findings of Trayek & Hassan (2013), who found that students had a low level of acceptance of LMS.

The study found that there was no significant difference in the attitudes of childhood education undergraduates towards the learning management system based on gender. This finding is consistent with the findings of Saovapa (2015), who reported that there was no significant difference in respondents' attitudes towards LMS based on gender. However, it contradicts the findings of Alshorman and Bawaneh (2018) and Ajijola, Ogunlade, and Aladesusi (2021), who found statistically significant differences in the attitudes of university faculty members towards LMS based on gender, with males having a more positive attitude.

Conclusion and Recommendation

Based on the results of this study, it can be concluded that childhood education undergraduates, regardless of their gender, had a positive attitude towards learning management system. It is recommended that childhood education undergraduates should further be encouraged to use learning management system by providing free access to internet facility.

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