



## A STUDY ON UTILIZATION OF LEARNING MANAGEMENT SYSTEM AMONG THE PROSPECTIVE TEACHERS

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### Abstract

Learning Management System (LMS) is a modern technology which is used to enhance the process of learning, teaching and evaluation in latest updates, with teaching aids and current technologies respectively in terms of prospective teachers' perspective and students' intention. In this paper, the level of utilization of LMS among the prospective teachers with regard to their age group, educational qualifications, type of colleges, group of study and familiarity of LMS are obtained there is no significant differences was found in utilization of Learning Management System among prospective teachers with regard to their educational qualifications and type of colleges. Further, this study explores, there is significant differences was found in utilization of LMS with regard to their age group of prospective teachers.

**Keywords:** Learning Management System, Prospective teachers, e-learning and higher education

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## 1.0 Introduction

A learning management system (LMS) is a piece of software or web-based technology that enhances the effectiveness of instruction, learning, and evaluation in an online learning environment. In addition, it is utilised for the learner's enrolment in higher education. Information and Communication Technology (ICT) is what determines this. Since 1990, there has been a gradual increase in the use of LMS in Indian higher education. LMS software currently improves administrators' abilities, helps students access the information more easily, and broadens learners' understanding.

In the modern era of education, technology has revolutionized the way teachers and students interact and engage in the learning process. One significant tool that has emerged to support this transformation is the LMS. An LMS is a digital platform designed to facilitate the management, delivery, and assessment of educational content. While LMS platforms are commonly used in various educational settings, they hold particular value for prospective teachers, who are in the crucial phase of preparing for their teaching careers.

Prospective teachers can benefit greatly from the features and capabilities of an LMS, which provide them with a comprehensive and organized platform to enhance their learning experiences. This technology offers a wide array of advantages, including streamlined course management, effective content delivery, opportunities for collaboration and communication, assessment and feedback mechanisms, progress tracking, access to a vast repository of educational resources, flexibility in learning, and even professional development opportunities.

The purpose of this investigation is to study the utilization of LMS among prospective teachers with regard to certain background variables. This study reveals significant relationship between the variables under study. This study, attempted the level of utilization of LMS with regard to background variables and there is significant difference found in the age group of prospective teachers.

## 2.0 Rationale of the Study

The LMS concept was emerged directly from e-Learning. Although the first LMS was appeared in 1924 in the higher education sector, the majority of the LMSs today focus on the corporate market. LMS make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s. LMSs have faced a massive growth in usage due to the emphasis on remote learning during the COVID-19 pandemic. Online

learning is adopted by educational institutions worldwide to provide students with ongoing education during pandemic situations. However, the LMS is the perfect approach for fostering the dedication of students to content in education like sustainability.

The rationale of conducting a study on the use of LMS among prospective teachers was emerged stems from the increasing importance of technology in education and the potential impact it can have on teacher preparation programs. Understanding the benefits and challenges associated with integrating LMS platforms into teacher education can inform curriculum design, instructional practices, and support mechanisms for aspiring educators.

## 3.0 Objectives of the study

The objectives of the study are as follows:

- To find out the level of utilization of learning management system of prospective teachers with regard to background variables (age group, type of college, educational qualification, group of study and familiarity with LMS).
- To find out whether there is any significant difference on utilization of learning management system of prospective teachers with regard to background variables (age group, type of college, educational qualification and group of study).

## 4.0 Hypothesis of the Study

The hypothesis of the study are as follows:

- There is no significant difference in utilization of Learning Management System of prospective teachers with regard to background variables such as age group, type of college educational qualification and group of study.

## 5.0 Methodology

The study is descriptive research as it involved the collection of data to test the hypotheses using the survey method. In order to collect the data, a tool namely Scale on utilization of LMS among prospective teachers was developed by the authors based on the objectives.

## 5.1 Sample and Sampling Technique

The sample of this study consisted of 115 prospective teachers who are pursuing B.Ed., programme in Tirunelveli, Thoothukudi and Tenkasi districts and were selected using stratified random sampling technique.

## 5.2 Data Analysis

Percentage analysis and t- test were the statistical measures used for the analysis of data and the details are presented as follows:

**Objective 1:** To find out the level of Utilization of learning management system of prospective teachers with regard to background variables

**Table – 1:** The level of Utilization of learning management system of prospective teachers with regard to background variables

Background Variables	Group	Low		Moderate		High	
		N	%	N	%	N	%
Age group	Below 25Years	23	23.0	25	25.0	52	52.0
	Above 25 Years	7	46.7	3	20.0	5	33.3
Educational Qualification	Graduate	20	24.70	19	23.50	42	51.90
	Post- graduate	10	29.40	9	26.50	15	44.10
type of college	Self-Finance	23	28.70	21	26.30	36	45.00
	Aided	7	20.00	7	20.00	21	60.00
Group of study	Arts	14	22.20	13	20.60	36	57.10
	Science	16	30.80	15	28.80	21	40.40
Familiarity of LMS	Google Classroom	22	27.70	23	25.80	44	49.40
	MOOCs	8	30.80	5	19.23	13	50.00

In Table -1, the level of learning management system of prospective teachers is high with regard to background variables like age group, educational qualification, type of college and group of study. It is observed that, the prospective teachers are familiar with google-classroom mode and MOOCs of LMS.

**Objective 2: H<sub>01</sub>:** There is no significant difference in utilization of learning management system of prospective teachers with regard to background variables.

**Table – 2 t – Test Analysis on the scores of utilizations of learning management system of prospective teachers with regard to background variables.**

Variable	Background Variables	Group	N	Mean	SD	t – value	sig- value (p-value)
Utilization of LMS	Age group	below 25Years	100	173.75	16.58	2.100	0.038 S
		Above 25Years	15	164.27	14.32		
	Educational Qualification	Graduate	81	172.78	15.98	0.264	0.793 NS
		Post -graduate	34	171.89	18.09		
	College Type	Self-Finance	80	170.62	17.09	1.869	0.064 NS
		Govt Aided	35	176.83	14.56		
Group of study	Arts	63	174.13	14.90	1.152	0.252 NS	
	Science	52	170.56	18.32			

S-Significant NS-Not Significant at 5% level table value 1.96

It is inferred from the Table-2 that, there is no significant difference in the utilization of learning management system of prospective teachers with regard to background variables like educational qualification, type of college and group of study. Also, it is observed that, there is significant difference in the utilization of learning management system with regard to their age group of the prospective teachers.

## 6.0 Findings and Discussions

In this study, it is observed that, 52% of below age group 25 years of prospective teachers had high level of utilization of LMS; 57% of arts group prospective teachers had high level of utilization of LMS.

Also, it is observed that, 60% of Govt-aided college prospective teachers had high level of utilization of LMS; 50% of prospective teachers are familiar with Google classroom mode and MOOCs of LMS.

This study also revealed that, there was a significant difference was found between below age 25 and above 25 years of prospective teachers in the utilization of LMS. Also, undergraduate and postgraduate prospective teachers, self-financing and govt-aided college prospective teachers and arts and science group prospective teachers in the utilization of LMS.

Therefore, this study insists the importance of implementing measures to enhance awareness of utilization of LMS which in turn will improve learning, teaching and assessment skills of

prospective teachers. So, academicians should take necessary steps to improve the teaching learning process more and more with the help of LMS in an innovative way.

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## 7.0 Conclusion

At present academic scenario, LMS has immense utilization in all the activities related to teaching, leaning and administration. Further, Online courses are encouraged among students and prospective teachers' community by all the institutions. So, LMS has emerged an attention among academicians. In this study, it is observed that, google class room mode and MOOCS of LMS are familiar among prospective teachers. It was also found that, there is significant difference between below age 25 and above 25 years of prospective teachers in the utilization of LMS. Therefore, LMS is an essential software tool for enriching teaching methodology, learning technology and compact administrative process.

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