

Nursing Students' Acceptance and Satisfaction on the Utilization of Learning Management Systems (LMS) as a Learning Productivity Tool for Generation Z

EmyD. Delgado

Far Eastern University, Philippines

Abstract

The use of digital technology is empowering and has created a wide array of information and knowledge products, and services in higher education institutions, depending upon the state-of-the-art of information communication technology systems they utilize. Likewise, the development in digital systems has provided technological solutions for these academic institutions and information management organizations to access education and knowledge in virtual environments. The utilization of Learning Management System or LMS as a learning pedagogy, adjunct to the conventional face-to-face discussion, is ubiquitous throughout university education. The globalization on its utilization is widespread, ranging from secondary education to higher education institutions. Locally, more universities use LMSs as a learning tool to keep track with the generation X and Y learners. Teachers are required to undergo extensive training and workshops to keep up with the demands of educational technology. Meanwhile, the use of computers and mobile phones as access to academic learning becomes essential elements to HEI's, especially in schools of nursing. The study utilized a Descriptive Cross Sectional Research Design and selected three nursing schools that utilized LMSs as a learning productivity tool for at least three consecutive years. The participants of this study included the undergraduate nursing students in three selected nursing schools who were enrolled between second semester and summer from 2018 to 2019 and were taking up nursing management courses. There are 141 total respondents who participated in this study. The participating schools were those who have been consistently utilizing learning management systems for at least three consecutive years. The researcher utilized non-probability sampling design, specifically purposive sampling technique. The respondents of the study were college students taking up Nursing that are officially enrolled and agreed to participate in the study who were present during the time of data gathering. This study utilized a survey questionnaire adapted from the study of Eom (2015) and were modified to a higher extent to tailor-fit the learning variables as practiced in undergraduate nursing schools.

The researcher sought guidance from experts in research. These people were accommodating enough to put inputs and valuable comments in checking, critiquing, and revising the instrument. Subsequently, when the instrument was modified based on recommendations, it underwent a reliability testing using ten nursing students. The dry-run revealed a Cronbach's Alpha results of which the Level of Acceptance yielded 0.971, interpreted as "excellent". As for the Level of Satisfaction, Cronbach's alpha yielded 0.981 which was also interpreted as "excellent".

The technology innovations in healthcare have been increasing and expanding faster than ever before. The major technology that helps the healthcare workers are electronic medical records, picture archiving and communication systems (PACs), Internet of medical things (IOMT), Telemedicine, AR/ MR/VR, AI machine learning, the computer on wheels, pneumatic chute systems, chatbots, remote monitoring of vital parameters and wireless nurse call systems.

These are the several technologies that help with the work of nurses and other healthcare workers. This technology can make work of a nurse easier. Electronic medical records are an electronic system that collects information about the patient's health. This device stores the data in a digital format. These records can be shared through various healthcare sectors. so this device can help to share the information of the patients with other nurses and doctors.

There are 141 participants, comprising 64% of the total population who are 15 to 20 years old. Second Year and Fourth Year nursing students shared the same number of respondents with 88 participants or 40% of the population; Moreover, 55% of the total population stated that they are very familiar with the use of computer;

All participants searched through Google as the main search engine when they researched for assignments. This is followed by academic journals with 48% of the total population. Respondents also searched through social media, specifically Facebook. More than half of the population stated that they utilized LMS once a week and approximately 35% utilize LMS daily.

The average 44.10% of the respondents spend at least 1-2 hours per session while 41.90% spend 2-3 hours/ sessions; In terms of NCM Courses, 78 participants stated NCM 107: Leadership and Management is the course that utilizes LMS platform as a Learning productivity tool; There are only two LMS platforms utilized by the three selected nursing schools. Findings revealed that there is an almost equal distribution of participants who utilized CANVAS and MOODLE as LMS platforms. 113 respondents, comprising 51% of total population, utilized CANVAS while 49% of participants utilized MOODLE as LMS Platform.

The results show that there is a considerably high acceptance by participants on the utilization of LMS. While LMSs offer various supporting features for teaching learning processes and though universities make considerable investment on LMSs, these are not used by faculty members to their fullest capabilities.

The mechanism to create evaluative performance is not sufficiently enforced by instructors. This could be related to lack of time management among instructors in ensuring that the students get the right amount of feedback for better performance, hence acceptance. The data reveal that participants believed LMS features are not fully utilized. It is consistent with some previous LMSs studies which found that, not all the functions of LMSs were equally used by the users.

Majority of participants appreciated the efforts of faculty to ensure that they were highly competent and knowledgeable in facilitating LMS as adjunct to face-to-face learning. Universities invest time, machinery through technology, and other resources to uplift and sustain the quality of service delivery through the utilization of information and computer technology. Thus, faculty members who utilize LMSs in their teaching pedagogy are able to deliver the service effectively.

The video and audio application of their current LMS platforms, including video-conferencing were not fully utilized, hence it shows a quite remarkable difference. There was quite a contradiction with regard to learning variable on Instructor knowledge and Facilitation to that of Instructor feedback. The feedback mechanism of instructors especially on areas that require them to focus on student's outputs got a satisfaction rate. This may mean that they only upload assignments but majority do not really return back the graded assignments.

Universities have made a considerable investment in the use of Learning Management Systems to facilitate their teaching learning processes; however, the faculty members to their fullest capabilities do not use these systems. There seems to be a disparity between the instructor's knowledge and their facilitation of LMS to their provision of feedback mechanism to nursing students. It also appears that all features of LMS were not fully utilized, and that poor Internet access and poor time management continues to pose as challenges for LMS utilization.

Key Words: LMS, Nursing Students, Educational Technology, and Course Structure