



1. INTERNATIONAL BLACK SEA SCIENTIFIC RESEARCH AND INNOVATION CONGRESS

23-24/12/2023
TRABZON

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CONGRESS BOOK



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INTERNATIONAL SCIENCE AND ART RESEARCH CENTER





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EFFECTS OF LEARNING MANAGEMENT SYSTEM-ENHANCED INSTRUCTION (LMS) ON STUDENT'S MOTIVATION IN EDUCATIONAL GUIDANCE AND COUNSELING**Ezekiel P. N, Yaki A.A. & Saifullahi M.**

Department of Science Education, Federal University of Technology, Minna, Niger State

ABSTRACT

This study investigated the effect of learning management systems-enhanced instruction (LMS) on students' motivation in educational guidance and counseling courses. A quasi-experimental, nonequivalent, and nonrandomized group design was used for the study, using a population of undergraduate students at Taraba State University, Jalingo, Nigeria. A sample of 290 students was purposefully selected, comprising 138 males and 152 females. An instrument titled "Educational Guidance and Counseling Motivational Scales (EGCMS)" was used for data collection. The internal consistency and reliability of the items in the EGCMS were estimated to be 0.83 using Cronbach's alpha, while the estimated temporal stability was obtained to be 0.85 using the Spearman Brown correction formula. The collected data were analyzed using mean rank and sum of rank to answer research questions, while Mann-Whitney and Kruskal-Wallis were used to test the hypotheses at the 0.05 alpha level of significance. The findings of the study revealed that students taught using LMS (Moodle-enhanced instruction) have higher motivation than those exposed to the lecture method. It was equally revealed that female students achieved higher motivation than males in both approaches, although male students recorded a higher mean rank score. Based on the findings, the researchers recommend that LMS such as Moodle-enhanced instruction be used by lecturers of educational guidance and counseling.

Keywords: LMS (Moodle), Motivation, Educational Guidance and Counseling and Undergraduate Students.