

Assessing the Impact of E-Learning Systems in Colleges of Education in Different Divisions of Karnataka*

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ABSTRACT:- With the rapid growth of the use of e-learning systems around the globe, assessing the success and impact of such systems is becoming increasingly important. This paper presents findings from a study of the impact of e-learning systems on colleges of education in different divisions of Karnataka. It is asserted that gauging the impact of e-learning systems on learners is central to the development of suitable and effective e-learning systems. This study reports on the impacts that the e-learning systems have had on student participants' performance with regard to the depth of learning, customization of learning pace, student productivity, and student satisfaction. The present research falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis. The conclusion of the study is that the use of e-learning systems shows a positive impact on student-learning. This paper provides information that will be of interest to e-learning system designers and developers.

Keywords: E-learning systems, Colleges education, Divisions of Karnataka.

I. INTRODUCTION:

Nowadays, in the rapidly changing world the teacher education plays an important role. The primary, the secondary, and the teacher education altogether is responsible for the human resources. Over the past years, e-learning has become a vital source of expansion and studying in teacher education. Due to the opportunities created by e-learning, teaching and learning can now happen at any time and in anywhere. The new media like the internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information. The explosive growth of the World Wide Web (WWW) has made information technology a popular platform for providing e-service, e-learning service.

The term E-learning refers to a novel teaching and learning in colleges of education. This educational high technology is an important part of today's world, which delivers, supports and enhance the quality of learning. E-learning involves the participation of instructors, and students and mentors who use this technology to update their work. E-learning is defined as acquisition of knowledge and skill using electronic technologies such as computer and Internet-based courseware at local and wide area networks. Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning and teaching in organization. As a result Internet and Information technology in tutoring and studying has created a different necessity to modify how university students learn by using more modern, effective, and alternative such as e-learning system.

FROM THE CLASSROOM EDUCATION TO E-LEARNING:

When compared to the classroom education, e-learning offers many advantages to students. Firstly, during the e-learning process, students have the chance to decide how long they want to be educated. All the decisions on issues such as learning speed and the intensity of the topic depends on the student. Student has the right to get in contact in case of any problems. It does not require any expenses such as transportation or accommodation. Since e-learning process is a student-cantered educational system, the learning materials could be organized according to the professional responsibilities and qualifications of the student. An effective e-learning system enables a student to determine and process his/her learning style, content, aim, current knowledge and individual skills. Therefore, person-specific education could be provided through creating individual learning styles. E-learning enables the individual to plan and direct his/her own learning process, so each student takes the responsibility of his/her own learning.

In addition, the forums, created within the e-learning system, provide students with a discussion environment where problems are solved cooperatively in chat rooms. With the help of cooperation, which is the best way of effective learning, e-learning enables the user not the one-way communication as in the classroom education but the duplex interaction.

OBJECTIVES OF THE STUDY:

- To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to component of institutional information about E-learning systems, functioning about E-learning systems of colleges of education in Karnataka.

HYPOTHESIS OF THE STUDY:

- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about E-learning systems of colleges of education in Karnataka.
- There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about E-learning systems of colleges of education in Karnataka.

II. METHODOLOGY OF THE STUDY:

For present study, survey and comparative method was used as research method for collecting information.

SAMPLE OF THE STUDY:

In the present study, the sample was selected from all the 49 assessed and accredited colleges of teacher education in Karnataka state. For this purpose the 19 colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.

TOOLS USED TO COLLECT DATA:

Data was collected using self-designed questionnaire which was on the 5 point Likert scale from strongly disagree to strongly agree. Validity and reliability were established for the scale. The Likert scale was framed on the basis of objectives of the study.

STATISTICAL TECHNIQUES USED:

The appropriate statistical tools have been used such as simple mean, standard deviation, median, Inter quartile range (IQR), Non-parametric Kruskal Wallis analysis of variance and the Karl Pearson's correlation coefficient and other relevant statistical tests.

III. ANALYSIS AND INTERPRETATION:

Hypothesis:01: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about E-learning systems of colleges of education in Karnataka.

To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

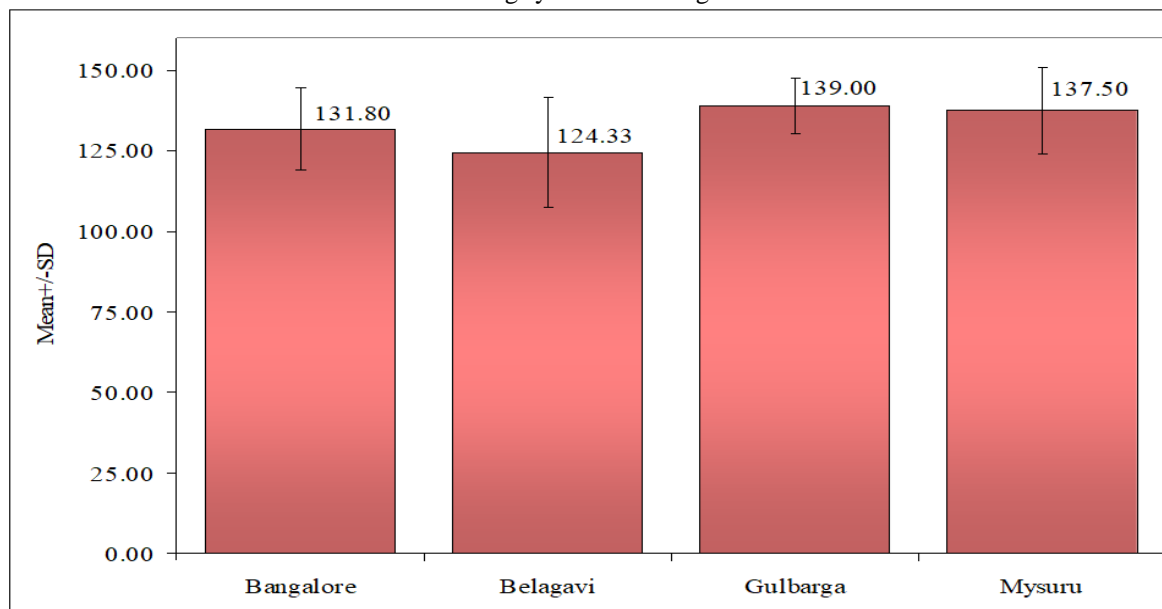
Table:01: Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about E-learning systems of colleges of education in Karnataka.

Divisions	Mean	SD	Median	IQR
Bangalore	131.80	12.68	135.00	3.00
Belagavi	124.33	16.94	124.50	18.00
Gulbarga	139.00	8.49	139.00	6.00
Mysuru	137.50	13.26	142.50	3.00
Total	132.00	14.26	139.00	9.25
H-value	4.1730			
P-value	0.2430			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about E-learning systems of colleges of education in Karnataka are 132.00±14.26 and 139.00±9.25

respectively. In which, the mean of institutional information scores about E-learning systems is higher in Gulbarga division (139.00 ± 8.49) as compared to lowest in Belagavi division (124.33 ± 16.94) followed by Bangalore division (131.80 ± 12.68) and Mysuru division (137.50 ± 13.26). The difference between four divisions is not found to be statistically significant ($H=4.1730$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores about E-learning systems is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure:01: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about E-learning systems of colleges of education in Karnataka.



HYPOTHESIS: 02: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about E-learning systems of colleges of education in Karnataka.

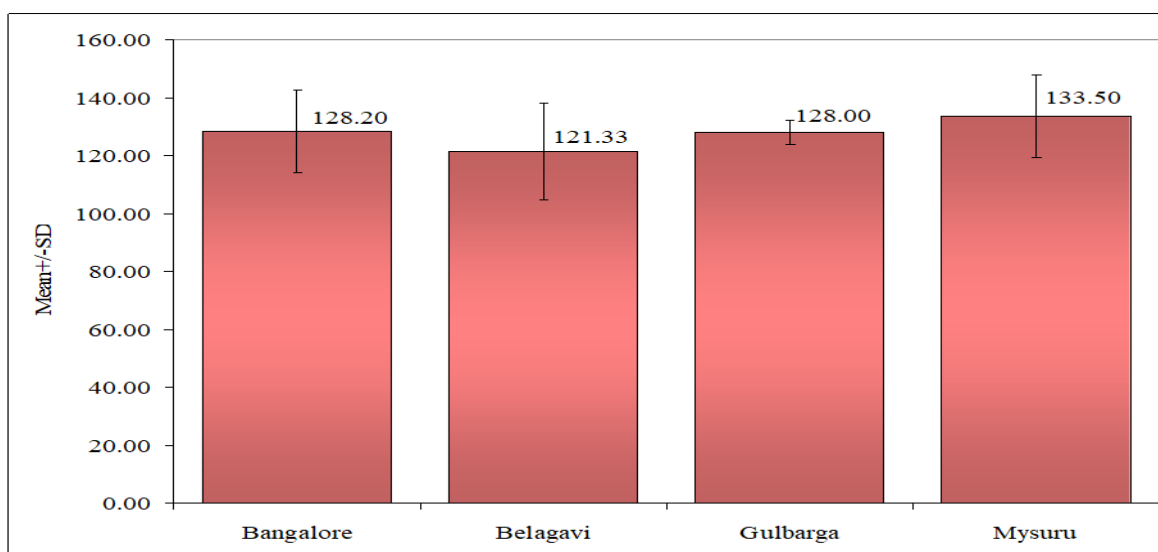
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 02: Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about E-learning systems of colleges of education in Karnataka.

Divisions	Mean	SD	Median	IQR
Bangalore	128.20	14.32	135.00	11.00
Belagavi	121.33	16.67	122.50	16.50
Gulbarga	128.00	4.24	128.00	3.00
Mysuru	133.50	14.11	140.00	5.00
Total	127.68	14.28	131.00	11.25
H-value	3.0370			
P-value	0.3860			

The results of the above table reveal that, the mean \pm SD and median \pm IQR of functioning scores about E-learning systems of colleges of education in Karnataka are 127.68 ± 14.28 and 131.00 ± 11.25 respectively. In which, the mean of functioning scores about E-learning systems is higher in Mysuru division (133.50 ± 14.11) as compared to lowest in Belagavi division (121.33 ± 16.67) followed by Bangalore division (128.20 ± 14.32) and Gulbarga division (128.00 ± 4.24). The difference between four divisions is not found to be statistically significant ($H=3.0370$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about E-learning systems is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 02: Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about E-learning systems of colleges of education in Karnataka



IV. FINDINGS OF THE STUDY:

✚ The mean of institutional information scores about E-learning systems is higher in Gulbarga division (139.00 ± 8.49) as compared to lowest in Belagavi division (124.33 ± 16.94) followed by Bangalore division (131.80 ± 12.68) and Mysuru division (137.50 ± 13.26). The difference between four divisions is not found to be statistically significant.

✚ The mean of functioning scores about E-learning systems is higher in Mysuru division (133.50 ± 14.11) as compared to lowest in Belagavi division (121.33 ± 16.67) followed by Bangalore division (128.20 ± 14.32) and Gulbarga division (128.00 ± 4.24). The difference between four divisions is not found to be statistically significant.

V. CONCLUSIONS:






✚ The mean of institutional information scores about E-learning systems is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)

✚ The mean of functioning scores about E-learning systems is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru).

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