CONCLUSIONS

As far as the current study is concerned the results have suggested that e-learning has more positive effect on students’ learning and research skills as compared to lecture and textbook method in educational research methodology for university students. The results have also shown that e-learning has more effects in terms of students’ learning achievement and research skills of students.

From the results of the present study, it can be concluded that:

(1) E-learning proved as more effective method to enhance the learning achievement and research skills in educational research methodology of university students.

(2) E-learning does more effect on the learning achievement as it tests for its significant difference between the mean scores on learning achievement of university students in experimental group. The results of the analysis of data indicated that the mean score on learning achievement in educational research methodology of university students in experimental group (taught by e-learning) has greater value than that of the mean score on learning achievement in educational research methodology of university students in control group (taught by lecture and textbook method).

(3) E-learning does effect on the learning achievement as it tests for its significant difference between the pretest-posttest scores of learning achievement. The results of the analysis of data indicated that the posttest score of learning achievement in educational research methodology of university students taught by e-learning has greater value than that of the pretest score.

(4) Lecture and textbook method does effect on the learning achievement as it tests for its significant difference between the pretest and posttest scores on learning achievement. The results of the analysis of data indicated the posttest score of learning achievement in educational research methodology of university students taught by lecture and textbook method has greater value than that of the pretest score.

(5) E-learning does more effect on the research skills as it tests for its significant difference between the mean scores on research skills of university students in experimental
The results of the analysis of data indicated that the mean score on research skills in educational research methodology of university students in experimental group (taught by e-learning) has greater value than that of the mean score on research skills in educational research methodology of university students in control group (taught by lecture and textbook method).

(6) E-learning does effect on the research skills as it tests for its significant difference between the pretest-posttest scores. The results of the analysis of data indicated that the posttest score of research skills in educational research methodology of university students taught by e-learning has greater value than that of the pretest score.

(7) Lecture and textbook method of teaching does effect on the research skills as it tests for its significant difference between the pretest and posttest scores. The results of the analysis of data indicated the posttest score of research skills in educational research methodology of university students taught by lecture and textbook method has greater value than that of the pretest score.

(8) The university students’ feedback towards e-learning in educational research methodology was at excellence level which indicated the satisfaction of students when they use e-learning.

(9) The university students’ feedback towards the lecture and textbook method of teaching in educational research methodology was at good level.