ABSTRACT

The teachers’ roles are changing as a result of the use of information and communication technologies (ICT). The current study was an attempt to make a contribution towards improving the performance and competence of the university students using e-learning in educational research methodology. The present research has studied under the following problem:

“A study of effectiveness of e–learning on the learning achievement and research skills in educational research methodology for university students”

This research aims to study the effectiveness of e-learning on learning achievement and research skills in educational research methodology for university students. In order to compare the effect of e-learning and lecture and textbook method, the study intends to adopt the quasi-experimental research to the research design.

The independent variables were: (i) the e-learning in educational research methodology and (ii) the lecture and textbook method in educational research methodology. The dependent variable were: (i) the effectiveness of e-learning as well as the lecture and textbook method on the learning achievement and research skills in educational research methodology of university students, and (ii) the students’ feedback towards e-learning and the lecture and textbook method in educational research methodology.

Quasi-Experimental research (two groups, pretest-posttest design) was employed to be the research design. In this design, one group of students (35 students) was used for experimental group (taught by e-learning) and the other group of students (35 students) was used for control group (taught by lecture and textbook method).

The researcher designated the following research tools:

(1) E-learning, title Educational Research Methodology for university students.
(2) Textbook, title Educational Research Methodology for university students.
(3) The learning achievement test in educational research methodology for university students taught by the e-learning and lecture and textbook method.
(4) The research skills test on educational research methodology for university students taught by the e-learning and lecture and textbook method.
(5) The students’ feedback towards e-learning and lecture and textbook method.
The findings of the investigations were as follow:

(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 mean scores on learning achievement of university students in experimental group (taught by e-learning) and control group (taught by lecture and textbook method). 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 pretest-posttest scores on learning achievement. The results of the analysis of data indicated that the posttest score on 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 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 group (taught by e-learning) and control group (taught by lecture and textbook method). The results of the data analysis 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 data analysis indicated that
the posttest score on 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 does effect on the research skills as it tests for its significant difference between the pretest and posttest scores. The results of the data analysis 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 in educational research methodology was at good level.