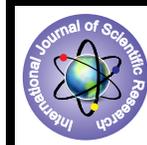


A Study on use of E-Learning and Effectiveness of Teaching Among High School Teacher in Kanchipuram District



Education

KEYWORDS : e-learning, effective teaching, use of e-learning technology.

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ABSTRACT

this study is concern with finding out the use of E-learning technologies and its implication on effective teaching, we try to study whether the salary of the teachers has effect on usage of e-learning technologies and also how it affect effectiveness of teaching. We compare the differences between public school and private school based on effective usage of e-learning technologies and their differences in effective teaching, by using the sample size of 109 teachers from both public and private schools. No significant differences in the mean scores of use of e-learning technology and effectiveness of teaching was observed with respect to teachers salary, but there is a significant differences in the mean scores of the use of e-learning technology compared public and private schools, although we discovered that, there is no significant differences in the mean scores of effectiveness of teaching when public and private schools are compared. We projected the following recommendations: the school administrators and the teachers should consider the learners' interest when employing and using e-learning in the teaching and learning process. Moreover, the government should ensure periodic assessment of the condition and situation of its own schools for effective management of the e-learning resources and also provides its teachers with adequate training on the use of e-learning as well as equipping the schools with all necessary e-learning materials, for the students to be more competent and skillful to meet the challenges of international standard.

INTRODUCTION

Generally speaking, the implementation of e-learning technologies in education has enabled a dramatic changes in teaching and learning practice. The success of e-learning technology adoption across the school, depend on several factors, for instant the availability of e-learning technology, how effectively students and teachers are supplied in its use and integration within the students learning experience.

The use of e-learning technology influences effectiveness of teaching. Hence, usability plays a significance role towards the success of e-learning applications as well. If an e-learning system is not usable enough, it obstructs students' learning and teachers' method of teaching. The success of any training program largely depends on the students' motivation and attitude as well as teachers. If an e-learning applications are poorly designed, the interface makes them feel lost, confused, or frustrated, it will hinder effective learning and information retention. Moreover, e-learning technology should not become a barrier.

An effective teacher can be characterized by his knowledge, skills, interest and attitude towards his profession, competent to employ various strategies to deliver the content, he is also able to monitor progress, build positive relationships and provide a safer environment through which desirable teaching-learning process can be enhanced and achieved.

OBJECTIVES OF THE STUDY

To find out whether there is any significant different between the use of e-learning technology and effectiveness of teaching with respect to:

Salary of the teachers

Type of school

HYPOTHESES

H1 There is no significant difference in the mean score of the use of e-learning technology with respect to-

Salary of the teachers

Type of school

H2 There is no significant difference in the mean score of the effectiveness of teaching with respect to-

Salary of the teachers

Type of school

METHODS

The investigators prepared a self-structured questionnaires, which comprised (40) questions using (4) rating scales in form of: Agree, Strongly agree, Disagree, Strongly disagree. And the instruments administered to (109) teachers at both public and private schools in kanchipuram district

ANALYSIS AND INTERPRETATION OF DATA

H1 (a): There is no significant difference in the mean score of monthly salary below 15,000 and above 15,000 with respect to use of e-learning technology.

Table 1.1

Variable	Salary	Number	Mean	S.D	C.R T value	Result at 0.05 level
use of e-learning technology	Below 15,000	16	71.88	13.95	1.90	N S
	Above 15,000	93	77.87	11.22		

From the table (1.1), it is observed that the calculated value of critical ratio (1.90) is lesser than the table value (1.96) at 0.05 level of significance. Hence, there is no significant difference in the mean score of monthly salary below 15,000 and above 15,000 with respect to use of e-learning technology. Thus, the null hypothesis is accepted.

H1 (b): There is no significant difference in the mean score of public and private with respect to use of e-learning technology.

Table 1.2

Variable	Type of school	Number	Mean	S.D	C.R T value	Result at 0.05 level
use of e-learning technology	Public	60	76.62	13.28	3.63	S
	Private	49	77.45	9.75		

From the table (1.2), it is observed that the calculated value of critical ratio (3.63) is greater than the table value (1.96) at 0.05 level of significance. Hence, there is a significant difference in the mean score of public and private schools with respect to use of e-learning technology. Thus, the null hypothesis is rejected.

H2 (a): There is no significance difference in the mean score of monthly salary below 15,000 and above 15,000 with respect to effectiveness of teaching.

Table 1.3

Variable	Salary	Number	Mean	S.D	C.R T value	Result at 0.05 level
Effectiveness of teaching	Below 15,000	16	79.58	8.08	0.650	NS
	Above 15,000	93	77.58	17.16		

From the table (1.3), it is observed that the calculated value of critical ratio (0.650) is lesser than the table value (1.96) at 0.05 level of significance. Hence, there is no significant difference in the mean score of monthly salary below 15,000 and above 15,000 with respect to effectiveness of teaching. Thus, the null hypothesis is accepted.

H2 (b): There is no significant difference in the mean score of public and private with respect to effectiveness of teaching.

Table 1.4

Variable	Type of school	Number	Mean	S.D	C.R T value	Result at 0.05 level
Effectiveness of teaching	Public	60	75.39	16.86	1.794	NS
	Private	49	80.91	14.81		

From the table (1.4), it is observed that the calculated value of critical ratio (1.794) is lesser than the table value (1.96) at 0.05 level of significance. Hence, there is no significant difference in the mean score of public and private schools with respect to effectiveness of teaching. Thus, the null hypothesis is accepted.

DISCUSSION OF THE RESULTS

The type of school found to be significantly differed in the mean scores of use of e-learning technology and effectiveness of teaching, meaning that the inadequate e-learning infrastructures and ineffective teaching is depended on the type of schools, private school may be more equipped than the public school and also teaching will be more effective in those school with adequate e-learning facilities than the one with poor e-learning facilities. However, the research indicated that, private schools are adequately provided with necessary e-learning materials and also the teachers are well educated on how to use e-learning facilities in their teaching and learning process. While, public schools are left behind in terms of providing e-learning facilities, due partly because of the over population in the schools. Teachers' salary has no any effect or significance with to use of e-learning technology and effectiveness of teaching.

RECOMMENDATIONS

The study described that proper use of e-learning is one of the most important factor that determine the success or otherwise of teaching-learning activities. It makes teaching more effective, permanent, faster, easier and more fun.

Stakeholders should provide adequate e-learning facilities and ensure effective utilization.

The research also, serves as an evaluation mechanism that allow administrators and teachers to determine the outcomes of the planned e-learning and implementation in both public and private schools, this emphasizes the periodic assessing of the e-learning infrastructures at schools to ensure the good maintenances, updating the existed facilities and regular training for the teachers to meet the current challenges in education.

However, the stakeholders, policy makers and proprietors has great challenges in the universalization and providing equal opportunity to good and qualitative education to the entire population without marginalization or segregation, therefore, the whole schools in the nation should be provided with adequate and necessary e-learning facilities.

CONCLUSION

This study explained the use of e-learning technology and its effect on teaching, the investigators brought some recommendations that will help in improving the usage of e-learning facilities and also projected that this study will serve as a data that can be used to evaluate the current usage of e-learning technology in both private and public schools.

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