



EFFECTS OF DISTANCE LEARNING ON LEARNING EFFECTIVENESS OF STUDENTS OF KALYANA KARNATAKA REGION

Smt.Sangeeta

Research Scholar,

Department of Studies in Education.

Vijayanagara Sri Krishnadevaraya University,

Ballari

And

Dr. Saheb Ali H. Niragudi

Associate Professor,

Dean and Chairman,

Department of Studies in Education.

Vijayanagara Sri Krishnadevaraya University,

Ballari

Abstract:

To improve the quality of distance learning and students' learning effectiveness in the investigated universities, quantitative survey with SPSS19.0 is applied to analyzing data in this study, in which Factor Analysis, Reliability Analysis, Regression Analysis, and Analysis of Variance are utilized for organizing and analyzing data. About 400 students of Kalyana Karnataka region studying in KSOU, Mysore are proceeded questionnaire survey, and 372 valid copies are studied. The research findings show that Distance Learning appears significantly positive effects on Curriculum Instruction in Learning Effectiveness, Distance Learning presents notably positive effects on Technological Media in Learning Effectiveness and Distance learning reveals remarkably positive effects on Curriculum Management in Learning Effectiveness.

Keywords: Distance Learning, Learning Effectiveness, Kalyana Karnataka Region

1. Introduction:

In this age of information explosion, the Internet offers instantaneity, no more confined space of classroom, and ease of two-way communication. When computer-based information is included in the learning process, students' interest in learning may increase. Distance learning, with various names, is also called digital learning. In the 1990's, the rapid growth of network and the universal applications of computers and networks allow learning to break out of the constraints of regions. Synchronized and asynchronous distance learning achieves the learning effect. Distance courses have been commonly applied to the instruction in colleges. Distance learning therefore has become a critical channel between school instruction and student learning. Some information experts predict that printing will no longer be the mainstream, but audio/video contents would be the major propagation. In such an information society, information literacy and the application capability are the essential intelligence for modern people; and, the applications of information technology to enhancing national competitiveness have been the common objective of advanced countries. Accordingly, information education is regarded as the foundation stone for a nation and an individual toward information era. Since the era of knowledge economy, the Internet, instead of traditional subjects, has become a critical and potential element in Public Administration. The explosive development of

2. Literature review:

1. **Berti, Margherita (2018)** reviewed Open Educational Resources in Higher Education. She found major obstacles concerning OERS are related to technical, economic, social and legal areas. Although open access has increased equitability of resources to all. However, lack of technical skills still remains a problem for students.
2. **K. A. Sampong (2009)** observed evaluation of a distance teacher education programme in a University of Ghana and found that the distance teacher education programme of the Centre for Continuing Education of the University of Cape Coast (CCEUCC) is fulfilling its purpose of upgrading the academic and professional competence of a large number of teachers in the basic schools in Ghana, raising their performance level and equipping them with skills for lifelong learning. The gap between these objectives and the programme's performance, as perceived by students in the program, faculty, and administrators, is not so big that it cannot be closed. Constant review of performance is needed to completely close the gap. Further, this program would be enhanced if students and tutors were able to provide feedback to the course writers about the manual of instruction.
3. **M. Srivastava, J. M. Kurup & R. Nembakkim (2007)** analysed the role of distance education in general and IGNOU in North- Eastern region. They observed that there is unmet demand for education at all levels, but especially for higher education in this region. Thus the ODL system holds the promise of providing more opportunities to the people of the NE region to pursue higher education and improve their prospects. The CCIs/ DDE attached with conventional

universities were set up after more than a decade of IGNOU's existence in the NER. As compared to IGNOU, the CCIs have a limited presence in terms of both number of programmes offered as well as students enrolled. Also the number of programmes they offer are very few as compared to IGNOU. The diversified delivery approach adopted by IGNOU since the latter half of the 1990s has also contributed to the growth of students. There has been a phenomenal increase in the establishment of study centres of different types like programme study centres, special study centres besides the Regular Study Centres in the region. The study centres provide support services such as academic counselling, tutoring, library and information services through face to face sessions, teleconferencing, radio etc. The number of programmes offered by IGNOU has also gone up from 2 programmes in 1986 to 125 in 2006. They suggested that OUs like IGNOU and the newly established Open Universities of Assam and Nagaland including the CCIs should invest in the adoption of ICT for providing educational opportunities to larger segments of the populations living here. Incentives should be instituted by the state governments in order to attract the youth and the unemployed to enroll in DE programmes in this region.

4. **Singh, S; Sulekha; Mange, R. (2022)** explored the Awareness and Use of Open Educational Resources among the Research Scholars of Kurukshetra University, Haryana, India. The data was collected from 150 research scholars who were selected randomly. A questionnaire was used for collecting data. The results of the study revealed that most of the research scholars were aware of OERs but they faced difficulty in customizing OERs as per their needs.

3. **Learning Effectiveness:**

Learning Effectiveness refers to the learner's learning results in formative and summative evaluations. It was discovered that team learning appeared higher Learning Effectiveness than individual learning did on computer-based curriculum; besides, team learning presented significant promotion on Learning Effectiveness of low-achievement students. In this study Learning Effectiveness, explored the evaluation tools for Learning Attitude in Distance Education and found the key dimensions of Curriculum Instruction, Technological Media, and Curriculum Management. This study therefore refers to the research dimensions Learning Attitude in Distance Education, Curriculum Instruction, Technological Media, and Curriculum Management for the questionnaire of Distance Learning Effectiveness.

4. **Research Design:**

- 1) **Method of study :** Survey method has been used in this study
- 2) **Population:** P.G. Students of KSOU, Mysore
- 3) **Sample :** There were 200 P.G. Students of Kalyana Karnataka region studying in KSOU, Mysore were considered as sample for this study

It is quantitative survey with SPSS19.0 is applied to analyzing data in this study. Learning Effectiveness, as an index to measure learners' learning results (Wang, 2009), is one of the key

items in instruction quality evaluation. Learning Effectiveness would be affected by learning styles, curriculum design, and instruction (Kearsley, 2009) that a lot of researchers invest in discussing the effects of personal characters or learning behaviors on Learning Effectiveness.

4) Statistical Techniques used: Factor Analysis, Reliability Analysis, Regression Analysis, and Analysis of Variance are utilized for organizing and analyzing data

5. Hypotheses:

The following hypotheses are further proposed.

- 1) H₁: Gender appears remarkable effects on the correlations between Distance Learning and Learning Effectiveness.
- 2) H₂: Age shows significant effects on the correlations between Distance Learning and Learning Effectiveness.
- 3) H₃: Class reveals notable effects on the correlations between Distance Learning and Learning Effectiveness.
- 4) H₄: Distance Learning shows notably positive effects on Curriculum Instruction in Learning Effectiveness.
- 5) H₅: Distance Learning presents remarkably positive effects on Technological Media in Learning Effectiveness.
- 6) H₆: Distance Learning reveals significantly positive effects on Curriculum Management in Learning Effectiveness.

6. Design of the study:

According to domestic and international research, the research framework is proposed to discuss the correlations between Distance Learning and Learning Effectiveness. Research subjects and sampling based on KSOU in Karnataka. The students in Department of Public Administration are selected for the questionnaire survey. With convenient sampling, total 400 copies are distributed, and 372 valid ones are retrieved, with the retrieval rate 50%.

7. Hypothesis wise Analysis and discussion:

1) **H1: Gender appears remarkable effects on the correlations between Distance Learning and Learning Effectiveness.**

Table-1: Effects of gender on the correlations between Attitude, Learning Styles and Curriculum Instruction

Demographic variable	Distance Learning	Curriculum Instruction	Technological Media	Curriculum Management
Gender	Attitude	Significant	Significant	Not significant
	Experience	Not significant	Significant	Not significant
	Cognition	Not significant	Not significant	Significant
	Learning Styles	Significant	Not significant	Significant

Effects of gender on the correlations between Distance Learning and Learning Effectiveness. With Analysis of Variance, the empirical results, Table 1, presented the notable effects of gender on the correlations between Attitude, Learning Styles and Curriculum Instruction, between Attitude, Experience and Technological Media, and between Cognition, Learning Styles and Curriculum Management that H4 was partially supported.

2) **H2: Age shows significant effects on the correlations between Distance Learning and Learning Effectiveness.**

Table-2: H2: Age appears remarkable effects on the correlations between Distance Learning and Learning Effectiveness.

Demographic variable	Distance Learning	Curriculum Instruction	Technological Media	Curriculum Management
Age	Attitude	Significant	Significant	Not significant
	Experience	Significant	Not significant	Significant
	Cognition	Not significant	Significant	Not significant
	Learning Styles	Significant	Not significant	Significant

Effects of age on the correlations between Distance Learning and Learning Effectiveness. With Analysis of Variance, the empirical results, Table 2, revealed the notable effects of age on the correlations between Attitude, Experience, Learning Styles and Curriculum Instruction, between Attitude, Cognition and Technological Media, and between Experience, Learning Styles and Curriculum Management that H5 was partially supported.

3) **H3: Class reveals notable effects on the correlations between Distance Learning and Learning Effectiveness.**

Effects of class on the correlations between Distance Learning and Learning Effectiveness. With Analysis of Variance, the empirical results, Table 2, presented the remarkable effects of class on the correlations between Experience, Learning Styles and Curriculum Instruction, between Experience, Cognition and Technological Media, and between Attitude and Curriculum Management that H6 was partially supported.

Table-3: H3: Age appears remarkable effects on the correlations between Distance Learning and Learning Effectiveness.

Demographic variable	Distance Learning	Curriculum Instruction	Technological Media	Curriculum Management
Class	Attitude	Not significant	Not significant	Significant
	Experience	Significant	Significant	Not significant
	Cognition	Not significant	Significant	Not significant
	Learning Styles	Significant	Not significant	Not significant

Correlation study:

Table-4. Regression analysis between distance learning and curriculum management in learning effectiveness

Distance Learning (independent variable)	Learning Effectiveness (dependent variable)		
	Curriculum Instruction	Technological Media	Curriculum Management
Attitude	0.256*	0.083	0.125
Experience	0.210	0.452*	0.201*
Cognition	0.222	0.212**	0.322*
Learning Styles	0.266*	0.366*	0.233*
F	21.456	17.852	20.344
Significance	0.121***	0.011***	0.022***
R2	0.188	0.225	0.261
Regulated R2	0.033	0.046	0.051
* stands for $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$			

4) **H₄: Distance Learning shows notably positive effects on Curriculum Instruction in Learning Effectiveness.**

Correlation analysis between distance learning and curriculum instruction in learning effectiveness Applying Regression Analysis to testing H₄, Table 4, the regression equation achieved the significance (F=21.456, p<0.000). Distance Learning appeared significant effects on Curriculum Instruction, where Attitude and Learning Styles showed remarkably positive effects on Curriculum Instruction and achieved the significance ($\beta=0.256^*$, $\beta=0.266^*$). H₄ was therefore partially supported.

5) **H₅: Distance Learning presents remarkably positive effects on Technological Media in Learning Effectiveness.**

Correlation analysis between distance learning and technological media in learning effectiveness Applying Regression Analysis to testing H₅, Table 4, the regression equation reached the significance (F=17.852, p<0.000). Distance Learning showed notable effects on Technological Media, where Experience, Cognition, and Learning Styles presented remarkably positive effects on Technological Media and achieved the significance ($\beta=0.452^*$, $\beta=0.212^{**}$, $\beta=0.366^*$) that H₅ was partially supported.

6) **H₆: Distance Learning reveals significantly positive effects on Curriculum Management in Learning Effectiveness.**

Correlation analysis between distance learning and curriculum management in learning effectiveness Applying Regression Analysis to testing H₆, Table 4, the regression equation achieved the significance (F=20.344, p<0.000). Distance Learning revealed significantly positive effects on Curriculum Management, where Experience, Cognition, and Learning Styles showed remarkable effects on Curriculum Management and reached the significance ($\beta=0.201^*$, $\beta=0.322^*$, 0.233^*). H₆ was therefore partially supported.

8. Conclusion:

The data analysis and research have led to practical applications for Distance Learning. Further research is suggested to explore this topic in more depth.

- 1) Attitude, experience, cognition, and learning styles all have an impact on learning effectiveness in distance learning. It is evident that distance learning has notable effects on learning effectiveness.
- 2) Proper schedule control should be included for students in the Department of Public Administration. This will help them cultivate regular reading habits and autonomously control their time in Distance Learning.

- 3) The application of proper schedule control to guiding students learning step by step and enhancing their learning attitudes should be taken into account when designing Technological Media and Curriculum Management systems.
- 4) In regard to Curriculum Instruction, students should present regular reading habits and cultivate favorable learning attitudes and experiences in Distance Learning so as to acquire the optimal Learning Effectiveness. In the Distance Learning process, fixed time for handing in assignments could have students appear continual learning attitudes and experiences. With the convenience of information technology, the inclusion of multimedia interactive systems could motivate students to interact through voice and images.

REFERENCES:

- 1) Panda, S.K., and Panda, B.N., "Distance Education, Social Status and Personality Adjustment", Indian Educational Review, July 1986.
- 2) Perraton H D 1981 A theory for distance education. Prospects 11 (1)
- 3) Powar, K.B. (1996) Assuring equity and quality in mass higher education : The Indian context, University News, 34(22), 3-6.
- 4) Sahoo, P.K., "Distance Education in the H.P. University", Journal of Educational Planning and Administration, April, 1989
- 5) Sewart, D. (1980) 'Providing an information base for students studying at a distance', Distance Education 1(2), 171-87.
- 6) The International Encyclopedia of Education Volume -3 D to E. (1985) Pergamon Press Ltd.