

The Effectiveness of Using Easy class and PowerPoint on Graduate Students' Achievements in Classroom at College of Education in Albaha University

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Abstract

E-learning is defined as an element of the combining theories of adult education and permanent learning. Teachers have to accept the use of E-learning in the classroom as a new tool to assist students' learning (Bahhouth & Bahhouth, 2011). The purpose of this study was to explore learners' achievements when using easy class and PowerPoint software in classroom. It is important to know how technology impacts students' learning, particularly when using these two software. It can help show positive reactions from students who have a positive experience in using the technology. It can help educators to be more aware of using technology in schools and provide more funding. It can also help bring more of a positive atmosphere to the overall situation of each student and to those who read this research.. Twenty-two learners in group one(experimental group) and twenty-one in group two(control group) of graduate learners from College of Education were participated in this study. The results showed that for the achievements, males group one reported a mean of posttest $\bar{x} = 25.38$ with standard deviation of $\sigma = 1.79$ while males group two reported a mean of posttest $\bar{x} = 22.28$ with standard deviation of $\sigma = 2.70$. While running one way ANOVA of group one, it shows the difference of pretest=20.59 and posttest=25.38, which refers to there is an improvement in students' achievement based on their results after using easy class program , $p = .000$. As $p < 0.05$, the results indicated that there were statistical significant differences in the achievements. The findings showed that the first group did more significantly favor than second group in terms of their the achievements. The findings are consistent with the previous studies about the use of e-learning is beneficial to leaners. Educators who do not use E-learning in teaching need time to adjust. They cannot discern E-learning unless they are in a traditional setting. Ultimately, when they become familiar with using it, they will realize the usefulness of the method, which have brought convenience to their daily teaching. Instructors and learner' familiarity with and E-learning method use led to more positive attitudes and achievements toward the use of E-learning.

Keywords: E-learning, achievements, technology, classroom, students

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Introduction

Instructors who do not use E-learning in class teaching are in urgent need of E-learning tools that help them to teach effectively. Instructors should be aware of the kinds of devices appropriate for classroom teaching. According to Bahhouth and Bahhouth(2011), the study was conducted to find out the significance of online learning and the impact of teaching. E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives"(Bahhouth & Bahhouth, 2011, p. 1). Learners' feedback was very essential to evaluate the benefits of E-learning. Also, they became the center in in E-learning classroom to study equipment, doing the homework, taking exam and submitting projects. The survey was used to conduct students' vision toward E-learning and traditional learning. The result of this study was robust and students' vision could invest as a principle in designing online courses.

Chen (2012) discussed the attention level of students during E-learning classroom. Three group were included: "a concept-page group, a tutorial-simulation group and a case-study group"(p.379). E-learning became more common in the current time so the researcher has assessed the attention level for learners during online learning course. Video-capture facial- recognition technology was used to notice the students' attention during E-learning class by facial expression. The results of this study showed the interactivity of multimedia instructional resources successfully improves students' concentration (Chen, 2012).

Babo and Azevedo (2012) discussed a new way of E-learning evaluation approach on learners relating to organizing the team work and Learning Management Systems. . E-learning courses are commonly assisted by Learning Management System. E-learning became more common in the current time so the researcher has assessed learners by using E-learning methods. The results of this study showed this study is suitable for moving from a traditional way to E-learning method(Babo & Azevedo ,2012).

E-Learning

Qutechate, Almarabeh and Alfayez (2005) were defined E-learning as a computer and network usage to send information to learners. According to Bahhouth and Bahhouth(2011), the study was conducted to find out the significance of online learning and the impact of teaching. E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives"(Bahhouth & Bahhouth, 2011, p. 1). Learners' feedback was very essential to evaluate the benefits of E-learning. Also, they became the center in in E-learning classroom to study equipment, doing the homework, taking exam and submitting projects. The survey was used to conduct students' vision toward E-learning and traditional learning. The result of this study was robust and students' vision could invest as a principle in designing online courses. Zhang, Zhao, Zhou and Nunamaker(2004) discussed E-learning which is defined the use of electronic media

and information and communication technologies in education. E-learning is mostly inclusive all kinds of educational technology in learning and teaching. E-learning is focused on a learner-centered, self-paced, learning environment, time and location flexibility, global audience, archival capability for information reused and sharing. In the other hand, it lacks of immediate feedback, increases time of teacher's preparation, not comfortable, anxiety and frustration to learners and teachers.

Literature Review

Zhang, Zhao, Zhou and Nunamaker(2004) discussed E-learning which is defined the use of electronic media and information and communication technologies in education. E-learning is mostly inclusive all kinds of educational technology in learning and teaching. E-learning is focused on a learner-centered, self paced, learning environment, time and location flexibility, global audience, archival capability for information reused and sharing. In the other hand, it lacks of immediate feedback, increases time of teacher's preparation, not comfortable, anxiety and frustration to learners and teachers. Babo and Azevedo (2012) discussed a new way of E-learning evaluation approach on learners relating to organizing the team work and Learning Management Systems. . E-learning courses are commonly assisted by Learning Management System. E-learning became more common in the current time so the researcher has assessed learners by using E-learning methods. The results of this study showed this study is suitable for moving from a traditional way to E-learning method (Babo & Azevedo ,2012). Albirini(2006) explored the instructors' attitudes toward the use of information and communication technologies of high school English as a Foreign Language (EFL) in Syria. Also, the researcher examined the relationship between computer attitudes and five independent variables: "computer attributes, cultural perceptions, computer competence, computer access, and personal characteristics (including computer training background)"(P.373). The suggestion of this study shows that teachers may have positive attitudes toward ICT in education. Attitudes of instructors were explained by computer features, cultural views and computer competence. The results shed light on the instructors' attitudes toward the use of technology tools in educational setting. Hodges (2004), discussed the background of motivation, and two kinds of learning design motivation, and some practices in the learning based on web sites. The self-efficacy is the core of motivation, when designing E-learning experiences should be increased the self-efficacy from students 'efforts. For example, navigation system, feedback and blended learning.

Lam and Bordia(2008) discussed the reasons of selected E-learning instead traditional learning and the elements of an attractive E-learning course by teachers and students. Teachers and students agreed of E-learning is saving time and flexible of using resources but the role of institution reputation was more important to students than teachers. Qualitative method was applied on 12 teachers and 18 students average age 37 of students. Based on students' responses the instructional design and online interaction were the main reason of attractive E-learning. But teachers came up with three reasons instructional design, personal interaction and student support.

Methodology

T test method was used in this study to analyze the data. Based on the nature of the study, the quantitative method was employed to obtain information about the effectiveness of easy class software and PowerPoint in classroom. The goal of the experimental design was focused on one aspect: students' achievements. Twenty-two learners in group one(experimental group) and twenty-one in group two(control group) of graduate learners from College of Education were participated in this study.

Results

The results showed that for the achievements, males group one reported a mean of posttest $\bar{x} = 25.38$ with standard deviation of $\sigma = 1.79$ while males group two reported a mean of posttest $\bar{x} = 22.28$ with standard deviation of $\sigma = 2.70$. While running one way ANOVA of group one, it shows the difference of pretest=20.59 and posttest= 25.38, which refers to there is an improvement in students' achievement based on their results after using easy class program, $p = .000$. As $p < 0.05$, the results indicated that there were statistical significant differences in the achievements. The findings showed that the first group did more significantly favor than second group in terms of their the achievements. The findings are consistent with the previous studies about the use of e-learning is beneficial to learners. Educators who do not use E-learning in teaching need time to adjust. They cannot discern E-learning unless they are in a traditional setting. Ultimately, when they become familiar with using it, they will realize the usefulness of the method, which have brought convenience to their daily teaching. Instructors and learner' familiarity with and E-learning method use led to more positive attitudes and achievements toward the use of E-learning.

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Post 1.00	22	25.3864	1.79902	.38355
2.00	21	22.2857	2.70449	.59017

t-test for Equality of Means						
T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
4.446	41	.000	3.10065	.69740	1.69222	4.50908
4.405	34.587	.000	3.10065	.70385	1.67114	4.53016

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre	22	20.5909	1.68068	.35832
Post	22	25.3864	1.79902	.38355

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	57.465	21	.000	20.59091	19.8457	21.3361
Post	66.187	21	.000	25.38636	24.5887	26.1840

The results of the study analysis showed that (N= 43, $p < 0.05$) a control group of 22 students and an experimental group of 21 students. For the students' achievements, males group one reported (control group) a mean of posttest $\bar{x} = 25.38$ with standard deviation of $\sigma = 1.79$ while males group two (experimental group) reported a mean of posttest $\bar{x} = 22.28$ with standard deviation of $\sigma = 2.70$. While running a t test of group one, it shows the difference of pretest=20.59 and posttest=25.38, which refers to there is an improvement in students' achievement based on their results. $P = .000$. As $p < 0.05$, the results indicated that there were statistical significant differences in the achievements mean groups as shown in Table. The findings showed that the first groups did significantly favor than the second group of the respondents on the achievements.

The findings are consistent with the previous studies about the use of e-learning is beneficial to learners. Educators who do not use E-learning in teaching need time to adjust. They cannot discern E-learning unless they are in a traditional setting. Ultimately, when they become familiar with using it, they will realize the usefulness of the method, which have brought convenience to their daily teaching. Instructors and learner' familiarity with and E-learning method use led to more positive attitudes and achievements toward the use of E-learning.

Conclusion

The purpose of this study was to discover students' achievements while the use of E-learning in Albaha, Saudi Arabia. The study employed a quantitative method to obtain information about Saudi learners. The study suggests that, in future studies, students should be involved in evaluating their peers' achievements because they know their understanding well and they can better explain their improvement. The results indicated that individuals had not have the same achievements after the use of E-learning. The findings of this study did contribute to the existing literature regarding the achievements of learners toward the use of E-learning. The study has given crucial information to parents, peers, and students about students' achievements in the use of E-learning in Albaha, Saudi Arabia. The results can be generalized beyond the sample size and population of learners' achievements. The results of this study indicated that there was significant difference in two groups in learners' achievements. These results suggest that the effects of e-learning on these achievements are worthy of further investigation. In order to investigate more easy class and PowerPoint effects, more research is needed to study the achievements of male students when using E-learning use, particularly in the Kingdom of Saudi Arabia.

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