

PERCEPTION OF LEARNING MANAGEMENT SYSTEM AMONG DISTANCE LEARNERS IN INDIA

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Abstract

The study has focused on determining the perceptions of the Learning Management System in India through the concept of distance learning. The study has provided data and information for establishing the factual data and information regarding the current situation that can be derived from a primary study. Furthermore, 20 respondents have been chosen for conducting a survey by distributing questionnaires among them. The numerical values have demonstrated the authenticity of the study and originality of data. The study has evaluated the objectives of the study that have been initiated in the beginning through an effective data analysis method. On the other hand, SPSS has helped in solving critical analytical problems in an easier method and provided data as evidence in the study. Hence, the study has fulfilled all the criteria that it has required to be fulfilled in order to reach a desired goal in the study. Finally, data accuracy has helped in maintaining the ethical stand of the study.

Keywords: “Distance learner”, “Learning Management System”, “Discussion forum”, “e-content”, “open source”.

I. INTRODUCTION

The study has been conducted to analyze the perceptions and impact of the Learning Management Systems among the students in India. All the students are learning through a distance course at IGNOU University.

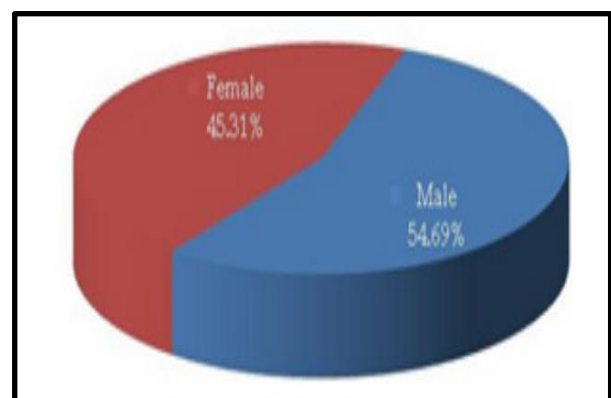


Figure 1: Ratio of male and female students in IGNOU 2019-2020

(Source: IGNOU, 2022)

The above figure represents that the university has 45.31% of female students, and

the percentage of male students is 54.69% (IGNOU, 2022). Hence, the study will depict the impact of this particular management specifically on the distance learning students.

1.1 Aim and objectives

The aim of the study is “To have different perceptions of the Learning Management System among the distance learners in India”.

The objectives of the study are mentioned below.

RO1: To analyze the impact of the Learning Management System for distance learners in India.

RO2: To determine student management in improving the Learning Management System.

RO3: To evaluate the role of content and materials in developing a Learning Management System.

RO4: To conduct primary research among the students of IGNOU to observe the impact of the Learning Management System.

1.2 Research hypothesis

The hypotheses for the study have been mentioned below.

H0: There is no relationship between perceptions of the Learning Management System and distance learning students.

H1: There is a relationship between different perceptions of the Learning Management System and distance learning students.

2. Literature review

2.1 The concept of Learning Management System in IGNOU

Learning Management System is highly regarded as technological software and its implementation that helps in developing learning programs and plans. According to Alqurashi (2019), a specific process of learning can be achieved through this process by creating documents, reports, and other tools. IGNOU University is a popular educational institution in India that has started implementing this process for its distance learning students. It has been noted that this management system is beneficial

for the distance education system, which provides different features to connect with the students.

In this case, it can be mentioned that cloud-based features have been included in this management system that helps in the learning process for the distance learners. There are four distinctive features that can be found in the Learning Management System of IGNOU, which can be specified in this study to have a better understanding of their activities.

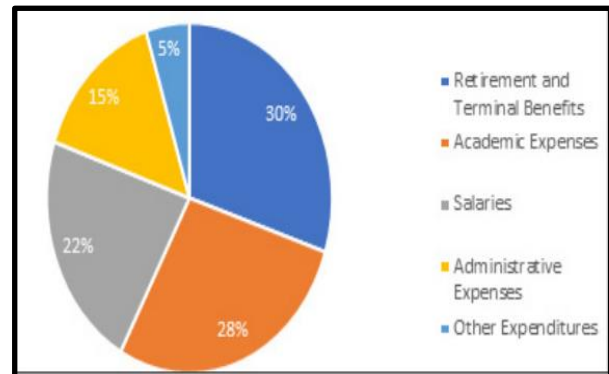


Figure 2: Expenditure of IGNOU 2019-2020

(Source: IGNOU, 2022)

The above figure has mentioned the expenditure that IGNOU provides for their learners in India. The academic expenditure has been found to be 28% which covers distance learning as well (IGNOU, 2022). As mentioned by Aldiab et al. (2019), e-content comprises online videos for the students that they can access later throughout the course of their study. The demonstration in those videos strengthens their concepts and repetitive learning.

On the other hand, discussion forums assist the students in having interactive sessions with their supervisors (Radha R., Mahalakshmi K., Sathish Kumar V., Saravanakumar A.R. (2020)). Moreover, live interaction sessions also take place in these educational institutions for doubt clearing and question-answer segments (Saravanakumar, AR., & Subbiah S. (2011)). As depicted by Ramirez et al. (2018), an assessment feature helps in having feedback options in order to gather knowledge on public experience. In this way, IGNOU has moderated learning management that has proven to be beneficial for them.

2.2 The importance of the Learning Management System in distance learning

LMS is important for administering software application and delivery courses through training programs. As commented by Novak & Tassell (2017), instructors can provide online materials for students through cloud-based software that involves technicalities. Furthermore, this system is helpful for keeping track of the performance of the students in order to allocate tasks. The university offers approximately 228 courses for the learners, which has depicted the fact that it should focus on the learning management. In this way, a community can be made among the learners using this method that helps them to have a positive environment for learning.

Distance learning becomes more convenient when it is done through online processes and involves technological support (Saravanakumar, AR., & Subbiah S. (2012)). Learners have become more dependable on technology which saves them time and effort. Hence, as observed by Grigg et al. (2018), the learning management allows the students to access different portals that they can utilize for developing academic skills and understanding. Thus, the communication among the distance learners should also be evaluated in order to overcome the difficulties in the teaching-learning process. However, as argued by Li & Geary (2017), traditional methods of learning are always preferable to distance learning. The overseas learners and their enrollment have proved that the scenario has changed in this case.

3. Research methodology

This section has depicted the data collection method selected for the study and the data analysis process that has been chosen in this research.

3.1 Data collection method

A primary data collection method has been chosen for this study to originate authentic data and information for the study. As suggested by Alea et al. (2020), this method is helpful in gathering original data by choosing participants in a study and contributing to establishing reliability in the study. A study can have a different dimension in the data analysis method

by conducting primary research in the context of data collection. Moreover, it is considered to be an experimental study that focuses on identifying information of specific nature. A survey questionnaire has been made and distributed among the participants via email to be filled in and provided information.

3.2 Population and sampling

Population and sample size are regarded to be an important stage in a study as it involves data collection. As discussed by Korkmaz & Toraman (2020), a standard size of population should be selected that helps in selecting an appropriate sampling size in a study. In this study, 50 is the population size, and 20 is the sample size. All the participants have been chosen from the IGNOU University of India, where the usage of the Learning Management System is visible in their distance learning. Hence, the sample size has been selected carefully in order to make the participants contribute data from their experience.

3.3 Data analysis

Data analysis has been highly regarded to be one of the major stages in a study as it analyzes the collected data. As illustrated by Fidalgo et al. (2020), the selection of a proper data analysis tool is mandatory in a study to have accuracy in the findings. Therefore Statistical Package for Social Sciences (SPSS) is selected for analyzing the collected data. Moreover, this tool has helped in solving complex mathematical problems through utilizing effective features of this software.

3.4 Ethical consideration

Ethics are significant in a study to be maintained as it establishes validity in a study and increases originality. The PERSONAL DATA PROTECTION (PDP) BILL, 2018, has been followed in this study to protect data from any kind of harm. As observed by Al Lily et al. (2020), the anonymity of the participants should be the primary focus in a preliminary study to sustain its ethnicity. Thus, the study has followed all the guidelines of the university to secure the study from fraudulent activities. Additionally, the study has avoided malpractices by saving its originality and moral values and has stood on its ethical ground.

3.5 Reliability and Validity

The study has been able to provide original and authentic data throughout the course in order to increase reliability. The data analysis section has used reliable resources and provided evidence for proving the hypothesis of the study. As per the view of Raza et al. (2021), the evidence and values in a primary study should be kept for maintaining the validity of the study. In this case, it can be said that the study has established itself in the reliable ground and sustained data originality by increasing its accuracy. Therefore, the study has become reliable and valid in its respective field that can

be further considered in future implications in the same subject.

4. Results and findings

The findings of the study have been analyzed on the basis of the analytics that has been found during the data analysis process. These findings have helped in reaching the desired goal of the study that has been reflected in its success.

Objective 1

Table 1: *Learning management in maintaining and the analysis of the responses*

Statistics

| | 1. What is your gender? | 4. Does the Learning Management System impact the distance learners of India? | 6. Can student management improve Learning Management Systems? |
|----------------|-------------------------|---|--|
| N | Valid 20 | 20 | 20 |
| | Missing 0 | 0 | 0 |
| Mean | 1.50 | 4.30 | 4.20 |
| Median | 1.50 | 4.50 | 4.50 |
| Mode | 1 ^a | 5 | 5 |
| Std. Deviation | .513 | .923 | 1.196 |
| Variance | .263 | .853 | 1.432 |

a. Multiple modes exist. The smallest value is shown

The above table has presented data that is beneficial for understanding the first objective of the study. The impact of learning management has been analyzed in this section, with proven evidence to evaluate the study (Bolliger & Martin, 2018). The mean value has shown the minimum value of this particular section which has been found to be 1.50. On the other hand, the median value demonstrates the medium value, which is 1.50 in this case. The mode value is considered to be the maximum value which is found as 1 in this specific section. Therefore, it can be mentioned that the majority of the participants in this study think that the implementation of learning management can enhance the learning system in distance education as well.

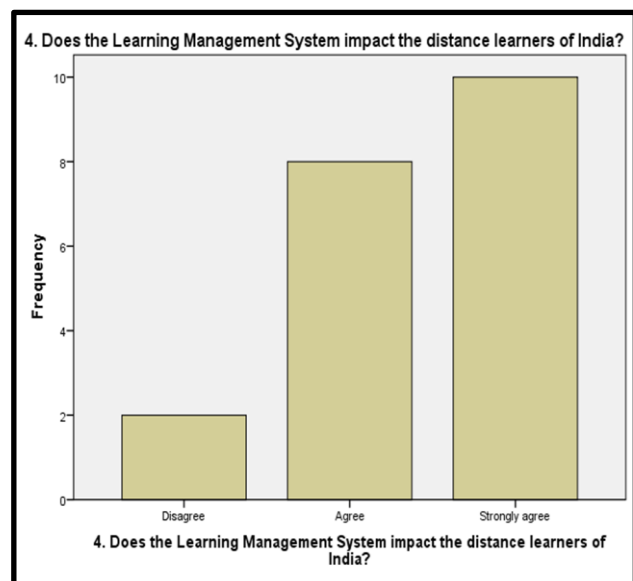


Figure 3: Responses on learning management as a part of distance learning

(Source: SPSS0)

The above figure has shown that 50% of the participants have agreed that it has a strong impact on learning management. Moreover, 40% of the people have agreed to it, which shows the strength of the statement.

Objective 2

Table 2: Student management and its impact on learning management

Statistics

| | 2. Are you a distance learner of IGNOU? | 5. Are there different perspectives of Learning Management Systems? | 6. Can student management improve Learning Management Systems? |
|---------|---|---|--|
| N | 20 | 20 | 20 |
| Valid | 20 | 20 | 20 |
| Missing | 0 | 0 | 0 |
| Mean | 1.00 | 4.60 | 4.20 |
| Median | 1.00 | 5.00 | 4.50 |
| Mode | 1 | 5 | 5 |

| | | | |
|----------------|------|------|-------|
| Std. Deviation | .000 | .754 | 1.196 |
| Variance | .000 | .568 | 1.432 |

The analysis of the responses regarding the impact of student management has been shown through the above figure. The mean value has been depicted to be 1.00 representing the minimum value. The median value is 1.00, which depicts the medium value, and the mode value is 1 showing the maximum value of this area of study. Thus, it reflects that these values have similarities among them, observing that the respondents of the study mostly agree with this statement. Furthermore, it can be mentioned that student management holds a significant amount of impact on the Learning Management System (Bozkurt, 2019).

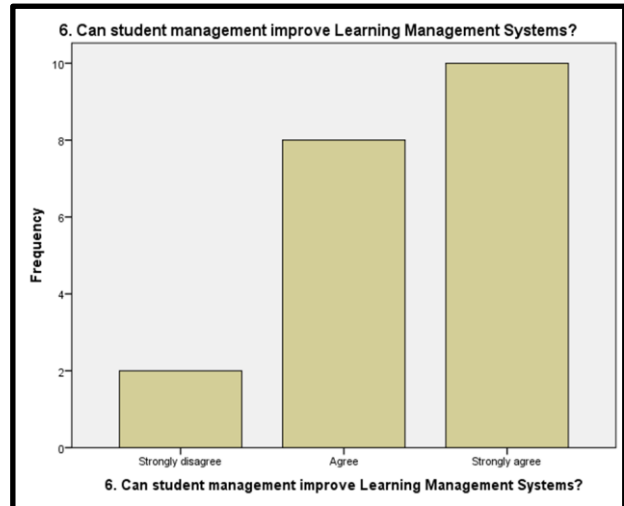


Figure 4: Responses on student management as a determinant of learning management

(Source: SPSS)

Responses of the participants are on answering the question for the impact of student management has been evaluated in this section of the study. The analysis has shown that 40% and 50% of the people have strongly agreed and agreed respectively to suggest that student management plays a major role in this matter.

Objective 3

Table 3: Influence of content and materials in distance learning

Statistics

| | 3. For how long are you learning in IGIU? | 4. Does the Learning Management System impact the distance learners of India? | 8. Does the content and materials impact the distance learners? |
|------|---|---|---|
| N | Valid | 20 | 20 |
| | Missing | 0 | 0 |
| Mean | 1.60 | 4.30 | 4.40 |

| | | | |
|----------------|------|------|------|
| Median | 2.00 | 4.50 | 5.00 |
| Mode | 2 | 5 | 5 |
| Std. Deviation | .598 | .923 | .940 |
| Variance | .358 | .853 | .884 |

It has been analyzed that the influence of contents and study materials are crucial in distance learning as it involves their learning process. The mean value has been found to be 1.60, which is the minimum value in this analysis. The medium value has been represented by the median value, which has shown to be 2.00. On the other hand, the maximum value is 2, depicted by the mode value. These values have shown that they are not biased, and the respondents have contributed significantly.

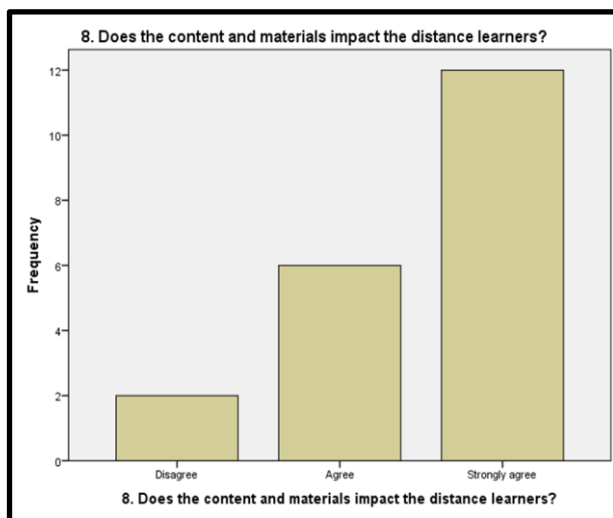


Figure 5: Responses regarding the impact of content and material for distance learners

(Source: SPSS)

The figure has successfully depicted the responses of the participants with their understanding of the importance of content. The majority of the people have responded, which is 60% of the participants, and they have agreed to it.

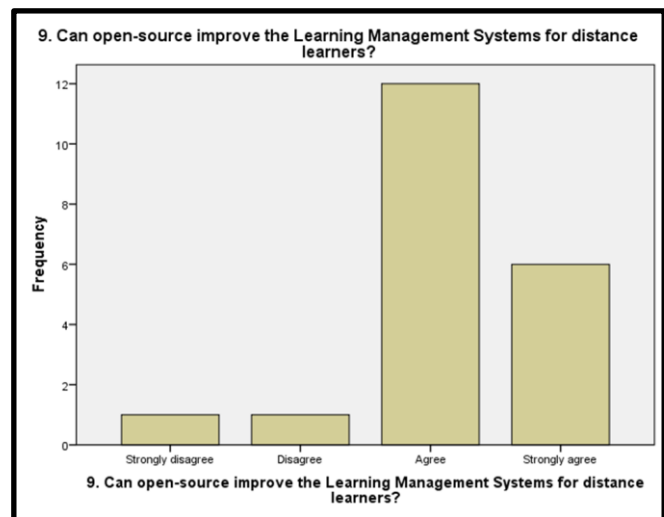
Objective 4

Table 4: *Open-source as a means of Learning Management System*

Statistics

| | 2. Are you a distance learner of IGNOU? | 5. Are there different perspectives of Learning Management Systems? | 9. Can open-source improve the Learning Management Systems for distance learners? |
|----------------|---|---|---|
| Valid | 20 | 20 | 20 |
| Missing | 0 | 0 | 0 |
| Mean | 1.00 | 4.60 | 4.05 |
| Median | 1.00 | 5.00 | 4.00 |
| Mode | 1 | 5 | 4 |
| Std. Deviation | .000 | .754 | .999 |
| Variance | .000 | .568 | .997 |

The mean value has been observed to be 1.00, which is considered to be the minimum value. The other value can be found at 1.00 as it has shown the median value or medium value of the study. Furthermore, the mode value is 1, which has evaluated the mode value of the study. Hence, it can be said that open-source plays a vital role in managing the learning process of distance learning, which can be taken as a crucial factor of this concept.

Figure 6: *Responses regarding open-source to improve learning management*

(Source: SPSS)

The responses have shown that 60% of the sample size has agreed, and 30% of the participants have strongly agreed with this fact. Hence, it can be mentioned that open-source has

the potential to develop learning management in India (Martin et al., 2019).

5. Discussion

The discussion of this study is based on the findings that have shown that the majority of the respondents have agreed to the fact that the Learning Management System is influenced by several other factors. As per the view of Turnbull et al. (2020), LMS is accepted technological software that helps in developing the distance learning process in Indian universities. Moreover, the analysis has shown that the respondents have supported the fact that there are various factors that work in the improvement method of LMS. However, as argued by Markova et al. (2017), distance learning differs from traditional learning and must be managed closely. In this way, distance learning can also be made approachable for students that can attract students from overseas.

The annual report of IGNOU has noticed that the university spends a significant amount of expenses for academic purposes. It can be measured that the distance learning facilities in this institution must be well-developed in order to provide the students with benefits and appropriate materials (Mwalumbwe & Mtebe, 2017).

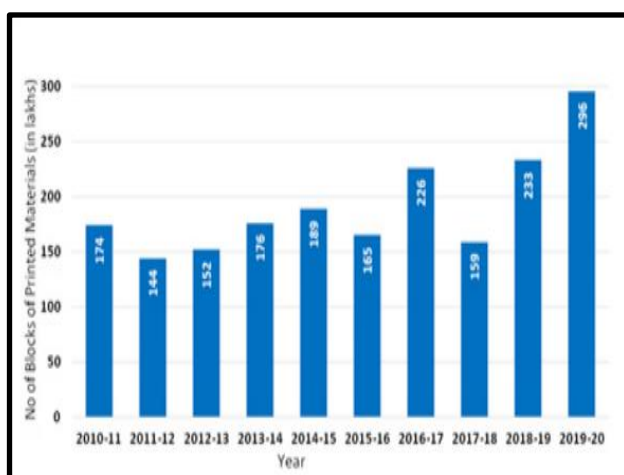


Figure 7: Amount of printed study materials
(Source: IGNOU, 2022)

The annual report of this university has provided this statistical evidence which has shown that 296 lakhs of study materials were printed in 2019-20. It has also come to be

known that 15% of the prints have increased from the previous year of the academic schedule (IGNOU, 2022). Moreover, it has also been reported that the admission cycle of 2017 was seen to be similar to the later year, where the numbers have increased organically. As per the view of Wingo et al. (2017), University Grants Commission has made regulations for distance learning that has opened new opportunities for the distance learners of this renowned university. Thus, it can be seen that open learning has become an emerging concept in India which has brought new terrains in the field of education (Wang, 2017). The results of the study have also indicated that the factors influencing distance learning have also introduced new features in this area.

6. Conclusion

The study has explored different dimensions of distance learning through the perception of the Learning Management System. The study has been conducted through a primary data analysis process by a survey among 20 participants of IGNOU University in India. Hence, the study has observed that the majority of the participants in this study have acknowledged that student management and open-source are crucial factors in determining the success of distance education for students in IGNOU. Moreover, it can also be reflected that distance learning methods vary in traditional and distance learning. Thus, the impact of content materials has also been discussed through analytical approaches. The study has also provided valuable information in tabular forms that have mentioned numeric values as a proof of the study. Hence, it can be mentioned that the study is reliable and valid in the context of providing authentic data throughout the entire process.

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