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HYPOTHESES

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ATTITUDE OF M. Ed. STUDENTS TOWARDS e-LEARNING

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ABSTRACT

E-learning identifies the needs of the people in terms of knowledge and address them by making available knowledge packages freely and seamlessly so as to bridge the knowledge gaps. E-learning is naturally suited to distance learning and flexible learning but also be used in conjunction with face to face teaching. Consequently it has been the endeavor of educational reformers to make by adopting diverse strategies towards the same. E-content development is that it is correctness of facts free from biases and prejudices and finally attractive to teacher and students as well, it has identified the needs of the people and students as well. In the present context anytime, anywhere accessibility and availability of knowledge progress has become the norm. Hence, the shifts from broadcast television to E-learning became imperative. In the present study, in order to measure the attitude of M.Ed students towards E-Learning, an attitude scale was developed which involved framing and editing the items attitude scale, choice of attitude scale format, administration of the preliminary draft of the attitude scale and selection of items for the final draft of the attitude scale.

KEYWORDS

education students, e-learning.

INTRODUCTION

In conventional courses, the preparation of quality teaching and teaching materials require sophisticated and specialist knowledge. Similarly, expert knowledge is required in order to decide whether or not a particular course should be produced. In the United States, professionals in this field are given authority to work literally as 'designers' they have established a role for number of inquiries of expert and the use of threaded FAQ discussions (posted lists of questions and answers). The concept of teacher as the primary source of knowledge in the classroom is gone. It is learning with, not from or about, that makes computer based technology an imported tool in a new paradigm of learning. There is nothing like an ultimate reality rather should be viewed as the outcome of the constructive process of the learner.

E-learning identifies the needs of the people in terms of knowledge and address them by making available knowledge packages freely and seamlessly so as to bridge the knowledge gaps. In the present context anytime, anywhere accessibility and availability of knowledge progress has become the norm. Hence, the shifts from broadcast television to E-learning became imperative.

JUSTIFICATION OF THE STUDY

E-learning is naturally suited to distance learning and flexible learning but also be used in conjunction with face to face teaching. Consequently it has been the endeavor of educational reformers to make by adopting diverse strategies towards the same. E-content development is that it is correctness of facts free from biases and prejudices and finally attractive to teacher and students as well, it has identified the needs of the people and students as well, it has identified the needs of the people in terms of knowledge and reduces the gap in between. E-learning material designed effectively facilitates the achievement of desired learning outcome for learner and it needs to be viewed broadly and systematically.

Jane Kanway, Annette Gough (2007) Conducted a study on attitude of Gender towards science education in school they found that there is significant difference in the attitude of male and female attitude towards science education.

Rhodes, Susan. R (2009) Conducted a study on age related differences in work attitude and behaviour and found significant differences in the attitude of work and behaviour.

Gupta Vandana (Feb. 2008) conducted a study on e-learning pedagogies new approaches to teaching and assessment and found that e-learning has new approaches to teaching and positivity effect our teaching process.

Chudasama K Rajesh, Godara K Naresh, Shirivastana K. Ratan (2009) conducted a study on Assessing computer literacy and attitude towards e-learning final year medical students. And found that there exists high interest and positive attitude of medical student in e-learning.

STATEMENT OF THE PROBLEM

ATTITUDE OF M.ED STUDENTS TOWARDS E-LEARNING

OPERATIONAL DEFINITIONS OF THE TERMS

An **attitude** is relatively enduring organization of interrelated beliefs that describes, evaluates and advocates action with respect to an object or situation, with each belief having cognitive, affective and behavioural components.

E-learning is that form of learning which uses a network for delivery, interaction or facilitation. It is also known as distributed learning 'distance learning'.

OBJECTIVES OF THE STUDY

1. To study the attitude of M.Ed students towards E-learning
2. To study the difference in attitude of urban and rural M.Ed students towards E-learning.
3. To study the difference in attitude of science and arts M.Ed students towards E-learning.
4. To study the difference between attitude of M.Ed boys and girls towards E-learning.

HYPOTHESES OF THE STUDY

1. M.Ed students have positive attitude towards E-learning.
2. There is no significant difference between attitude of urban and rural M.Ed students towards E-learning.
3. There is no significant difference between attitude of science and Arts M.Ed students towards E-learning.
4. There is no significant difference attitude of M.Ed boys and girls towards E-learning.

DELIMITATIONS OF THE STUDY

Boundaries of the study should be made with reference to the scope of study by specifying the areas to which the conclusions can be confined. So the delimitations are follows:

1. The study is delimited to 120 students.
2. The study is delimited to students of M.Ed only.
3. The area of study is delimited to educational colleges existing in Fazilka, Ferozepur and Muktsar cities and its adjoining Rural areas.

4. The study is confined to study the attitude towards E-learning only.

TOOL USED

Self constructed and standardized attitude scale was used to study the attitude of M.Ed students towards E learning.

SAMPLE

A random sample of 50 students of M.Ed Colleges Fazilka district was used for testing preliminary draft of the scale and convenient sample of 120 students of M.Ed Colleges, Ferozepur and Muktsar was used for testing the final draft of the attitude scale.

STATISTICAL TECHNIQUES USED

Test for proportion of success was worked out to find out the attitude of M.Ed students towards E-learning.

- Mean and S.D. were calculated.
- T-ratio was calculated to find out the difference.

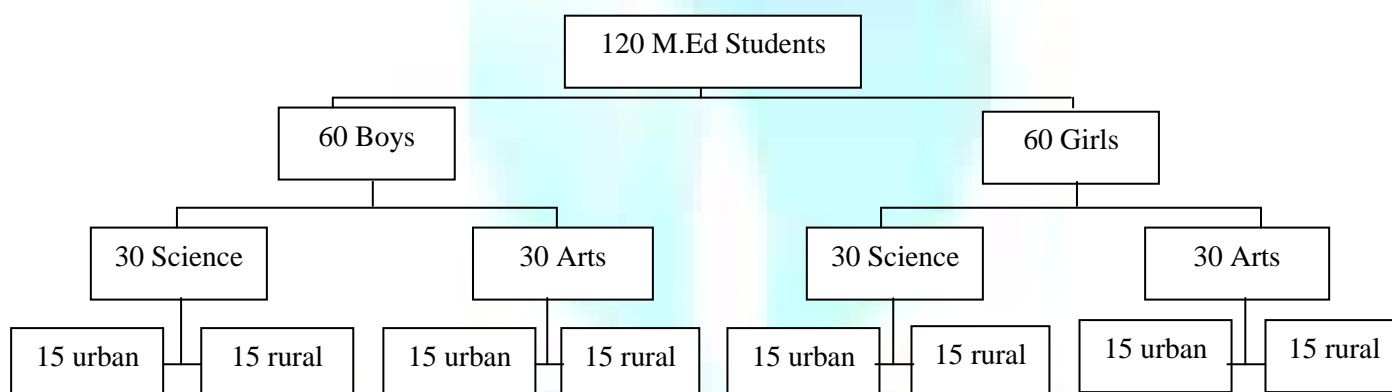
PROCEDURE

In order to measure the attitude of M.Ed students towards E-Learning, an attitude scale was developed which involved framing and editing the items attitude scale, choice of attitude scale format, administration of the preliminary draft of the attitude scale and selection of items for the final draft of the attitude scale. Their first concern was to work out the various aspects of E-learning. Those aspects were considered as the basis of constructing the items of the attitude scale. In all 35 items were developed. Those items were cast into options (opinion) ranging from strongly disagree to strongly agree responses. Out of the 35 items 33 were positively worked and were named direct items and 2 were worded negatively and these were reverse items. The items were then randomly placed. 60 photostat copies of 35 items preliminary draft of the attitude scale were got prepared. The preliminary draft of the attitude scale was given to 10 lecturers and 50 students of M.Ed. colleges of Fazilka district for the selection of items for the final draft of the scale.

Validity : To find out the validity of attitude scale regarding E-learning, content validity was found out. Preliminary draft consisting of 40 items were distributed to 10 experts (lecturers) of GURU RAM DASS B.ED College of Education, JALALABAD. Personal rapport was established, discussion were held whether this test has some relevance for M.Ed students were done and those items were deleted which 90% experts opined that these should not be there in attitude scale and 8, 16 items were added on the basis of their suggestions.

Reliability : Test- retest method was used to find out the reliability of attitude scale towards e-learning. After content validity, a scale comprising of 40 items was given to 50 students of M.Ed. class in the second week of January. Scoring was done by the Researcher. Same test was given to same students in the first week of February. Scores were obtained. The direct items were scored from 1 to 5 for strongly disagree to the strongly agree responses i.e. a score of '1' was given to strongly disagree response '2' for disagree response, '3' for no opinion, '4' for agree response and '5' and while the strongly agree response was given a score of '1'.

DESIGN OF THE STUDY



RESULT

The following conclusion were drawn from the above discussion

1. M.Ed students have positive attitude towards E-learning.
2. There is no significant difference in attitude toward E-learning of Urban and Rural students.
3. There is no significant difference in attitude toward E-learning of Science and Arts students.
4. There is no significant difference in attitude toward E-learning of Boys and Girls students.

EDUCATIONAL IMPLICATIONS

1. E-learning should be made meaningful for learners. The learning materials should include examples that relate to students, so that they can makes sense of the information.
2. The learners should be told the explicit outcomes of E-learning so that they can set expectations and can judge for themselves whether or not they have achieved the outcome of E-learning.
3. Learning materials must be sequenced appropriately to promote learning. The sequencing could take the form of simple to complex, known to unknown, and knowledge to application.
4. Learners must be provided with feedback so that they can monitor how they are doing and take corrective action as required.
5. E-learning materials should include activities for the different learning styles, so, that learners can select appropriate activities based on their preferred style.
6. Educational institutions are moving towards the use of the internet for delivery, both on campus and at a distance. However for organizations and institutions to make this often expensive move, there must be a perception that using E-learning provides major benefits.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study is confined to Fazika Ferozepur & Muktsar only. Whereas a similar study could be conducted in other parts of Punjab as well as national also.

2. The present study is conducted on M.Ed students whereas same study can be conducted at school levels, colleges and business executives also to have awareness.
3. The present study upon E-learning can also be conducted on each and every field of life whether it be domestic or professional.
4. A comparative study can be done by comparing the E-learning of two states.
5. In the present study a basic research also could be conducted upon the E-learning as how it could be helpful in villages as India is basically a agricultural country.

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