ATTITUDE OF B.Ed. STUDNETS TOWARDS E-EARNING

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ABSTRACT

The present study was undertaken to study the attitude of B.Ed. students towards E-Learning. For this investigation, a self constructed and standardized attitude scale was used to study attitude and personal data sheet including name of subject, name of college, locale (urban / rural), stream (Science, humanities), gender (male , female) was prepared by the investigator. Preliminary draft of the attitude scale was given to 10 lecturers and 50 students of B.Ed Colleges. Content validity was found out. Test retest method was used to find out reliability and sample of 120 students were taken on final draft. Test for proportion of success, Mean, S.D, t-ratio were worked out as statistical techniques. The investigator found that B.Ed students have positive attitude towards E-Learning. The student further revealed that there exists no significant difference between attitude of urban and rural , Science and Humanities and Boys and girls B.Ed students towards E- Learning.

Key words :- Attitude, E-Learning, B.Ed Studdents.

INTRODUCTION

Modern technologies have brought a great deal of change in all aspects of human life. It has effected to such an extent that it has become user friendly. Among the greatest educational reforms in this century is learning through advanced technologies which is one of the most innovative, since it can (almost) radically change the learning process of many people. E- Learning or the web based learning or virtual learning is all encompassing. The term generally used to refer to computer enhanced learning, which includes the use of technologies such as PDAs and MP3 PLAYERS, multimedia CD-ROMS OR Web Sites, Discussion boards, Collaborative software, e-mail, text chat , computer aided instruction, simulations, games, learning software with possibility of combination of different methods. Communication technologies are generally categorized as asynchronous or Synchronous. Asynhronous activities use technologies such as blogs, wikis and discussion boards. Synchronous activities occur with all participants joining in at once, as with chat session or a virtual classroom or meeting. The word of E-Learning a community is characterized by " a shared domain of interest" where members interact and learn together" and develop a shared collection of resources." The reason for popularity of such blended learning is flexibility and convenience for the learner in terms of facilitation of communication between learners, greater adaptability to learner's needs and more variety in learning experience with the use of multimedia with facilities like the

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visual and audio learning that can be paused and reversed for watching again. Even with in the system of E- learning , there are several phases of development.

E- Learning is Commonly referred to as online education, e-education is the process of learning online, the delivery of learning with the assistance of electronic technology either offline or online,. The delivery of content via all electronic media including the internet, intranet, satellite broad casts audio/video tapes, interactive T.V and C.D- ROM, cell phone, computers, digital diaries other meaning for the "e" in learning rather than electronic.

E (Experienced) Learning; Learning by doing

E (Extended) Learning : Life Long

E (Expanded) Learning multimedia

An attitude is a 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 behavioral components.

Freeman Says," An Attitude is a dispositional readiness to respond to certain situation, persons or objectives in a consistent manners which has been learned and have become one's typical mode of responses. An attitude has a well defined object of references".

According to Allport (1935) , " A mental or neural state of readiness to respond, organized through experiences, exerting directive or dynamite influence upon behavior".

Fish being and Aizen (1975), "An attitude is a learned disposition to respond in a consistently favourable or unfavourable manner with respect to a given objects."

Meaning of E-Learning

E- Learning is that form of learning which uses a network for delivery, interaction or facilitation. E- Learning is an extremely adaptable technology that can be used to cover every thing from scales fundamentals to specific A product launches. Different delivery mode self, paced, interactive or live learning can match the varied training need with in a scales force. So individuals are also able to learn at their own place. 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 and imported tool in a new paradigm of learning.

E- Learning identifies the needs of the people in terms of knowledge and address them by making available 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.

Shah and Aggarwal (1994) Conducted a research study to evaluate teachers, attitude towards computer education as well as computer assisted instruction. They found attitude Positive in all the groups, though female teachers showed more positive attitude towards CAI.

Kothari ands Chaudhary (1995) studied the impact of television programmes on behavior of students of different age levels, and they found that girls had more positive effect on their emotional and creative behaviour then boys. As regard the impact of television programmes on moral behavior, negative effect was more than positive one.

Chandra and Pandya (1996) studied the effect of Video films for imparting legal education and fond that students of science stream achieved higher than students from the art stream. Similarly those students who had studied in English medium schools did better than those who had studied in vernacular schools.

Sue Whittaker (2006) Conducted a study on Attitude Towards E- Learning: E learning case study". He found that participants were positive about the potential for E- Learning and enthusisastic about what this would mean for themselves and their collegues.

Gerlad K. White (2009) studied and concluded that internet and media have brought considerable change in capacity and globalization for accessing and using information as well as communicating, both of which have positive impact on Education.

Syed Noor-UL-Amin (2011) revealed that information technology have impacted on education practice in education to date in quiet small ways but the impact will grow considerably in years to come. Still now days, use of information technology has a great impact on teaching learning process, learning environment, quality and accessibilty of education learning motivation.

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 endeavour 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 in terms of knowledge and reduces the gap in between. E- learning material designed effectively facilitates the achievement of desired learning out come for learner and it needs to be viewed broadly and systematically.

Objectives of the Study:-

1. To Study the attitude of B.Ed students towards E- Learning .
2. To Study the difference in attitude of Urban and rural B.Ed students towards E- Learning.
3. To Study the difference in attitude of Science and humanities B.Ed students towards E- Learning.
4. To Study the difference between attitude of B.Ed boys and girls toward E- Learning.

Hypotheses of the Study:-

1. B.Ed Students have positive attitude towards E- Learning.
2. There is significant difference between attitude of urban and rural B.Ed students towards E-Learning.
3. There is significant difference between attitude of science and Humanities B.Ed students towards E- Learning.
4. There is significant difference between attitude of B.Ed boys and girls towards E- Learning

Method and Procedure

Development of Attitude Scale towards E- Learning:-

In order to measure the attitude of B.Ed students towards E- Learning an attitude scale was developed which involved framing and editing the items of 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.

First concern was to work out the various aspects of E-Learning. In all 40 items were developed. Those items were cast into options (opinion) ranging from strongly disagree to strongly agree responses. Out of the 40 items 38 were positively worded and were named direct items and 2 were worded negatively and these were reverse items. The items were then randomly placed. 60 cyclostyled copies of 40 items preliminary draft of the attitude scale were got prepared.

Try out the the preliminary Draft

The Preliminary draft of the attitude scale was given to 10 lecturers and 50 students of B.Ed college, Abohar 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.

Reliability:- Test retest method was used to find out the reliability of attitude scale toward e- learning .

Scoring:- The data was put to scoring. 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' for strongly agree response. On the other hand the reverse items were scored in the reverse order i.e. strongly disagree '5' and while the strongly agree response was given as score of '1'.

Sample :- A random sample of 50 students of B.Ed College students, Abohar was used for testing preliminary draft of the scale and stratified random sample of 120 students of B.Ed Colleges, Abohar and Malout was used for testing the final draft of the attitude scale.

List of the Colleges

Sr.No	Name of College	Total
1.	D.A.V College of Education, Abohar	40
2.	Kenway college of Education, Abohar	40
3.	Shree Satya Sai College of Education Malout	40

Statistical Techniques Used

1. Test for proportion of success was worked out to find the attitude of B.Ed students towards E- Learning.

2. Descriptive statistics such as mean and S.D were worked out to ascertain the nature of distribution of the Scores.

3. t- ratio was calculated to find out difference between :-

   a)   Attitude of B.Ed urban and rural students towards E-Learning.

   b)   Attitude of B.Ed Science and Humanities students towards E-Learning.

   c)   Attitude of B.Ed Boys and girls towards E-Learning.

Analysis And Interpretation of Data:-

In order to study the attitude of B.Ed students towards E- Learning, the data were analyzed and statistically interpreted to draw meaningful conclusions.

Hypothesis -1

B.Ed Students have positive attitude towards E- Leaning."

Test for proportion of success was employed. Obtained score was 17613 and maximum possible score was 24000. So fraction of correct responses (P) was .7338 and fraction of incorrect responses(q) was .2662. It was calculated at 95% confidence limit and 99% confidence limit. Both times obtained score 17613 lie in the range hence significant at both level. This means that " B.Ed students have positive attitude towards E-Learning." So first hypothesis is accepted.

Hypothesis-2

Significant difference exists in attitude towards E-Learning of Urban and Rural B.Ed students. Table

S.No	Groups	No of students	Mean		SE_D	t-ratio	Leavel of Signifcane
1	Urban	60	146.76	12.82	2.36	0.31	Not Significant at both level
2.	Rural	60	147.51	13.07			

Observation and Interpretation for Table

The mean of 60 Urban and 60 Rural is 146.76 and 147.51 respectively. The standard deviation of the sample of Urban and Rural is 12.82 and 13.07. Standard Error of difference between means of Urban and Rural is 2.36. The t-Value for comparison of attitude of Urban and Rural towards E-Learning is 0.3177. which is less than the table value 1.96 and 2.58 at 0.05 level and 0.01 level of confidence respectively. Our t-Value is less than both these values and hence not significant at both level. Hence hypothesis " Significant difference between the attitude of Urban and Rural towards E- Learning is

rejected. Thus we can say that there is no Significant difference between the attitude of Urban and Rural towards E-Learning.

Hypothesis:-3

Significant difference exists in attitude towards E- Learning of Science and Humaniutites B.Ed students.

Table : Mean S.D, Standard Error of Means and t-value

Sr. No	Groups	No of Students	Mean	σ	S.E$_D$	t-ratio	Level of Singificane
1	Science	60	149.95	12.47	2.33	1.81	Not Significant at both levels
2	Humanities	60	145.73	13.07			

Observation and Interpretation for table

The mean of 60 Science students and 60 Humanities students is 149.95 and 145.73. The standard deviation of the sample of science and Humanities is 12:47 and 13.07. Standard Error of difference between means of Science and Humanities is 2.33. The t-value for comparison of attitude of Science and Humanities towards E- Learning is 1.81 which is less than the table value 1.96 and 2.58 at 0.05 level and 0.01 level of confidence respectively. t-value is less than both these values and hence not significant at both level. Hence hypothesis Significant difference between the attitude of Science and Humanities towards E-Learning is rejected. Thus we can Say that there is no significant difference between the attitude of Science and Humanities Students towards E-Learning.

Hypothesis-4

Significant difference exists in attitude towards E-Learning of B.Ed Boys and Girls.

Table : Mean, S.D, Standard Errors of Means and t-Value

S.No	Groups	No of students	Means	$\sum$	SED	t-ration	Level of Significant
1	Boys	60	147.96	12.03	2.45	0.97	Not Significant at both level
2	Girls	60	145.58	14.72			

Observation and Interpretation for table

The mean of 60 boys and 60 girls is 147.96 and 147.58. The standard deviation of the sample of Boys and Girls is 12.03 and 14.72 Standard Error of difference between means of Boys and Girls is 2.45. The t-value for comparison of attitude of Boys and Girls towards E-Learning is 0.97. Which is less than table value 1.96 and 2.58 at 0.05 level and 0.01 level of confidence. Our t-Value is less than both these values and hence not significant at both levels. Hence Hypothesis " Significant difference between the attitude of Boys and Girls towards E- Learning is rejected". Thus we can say that there is no significant difference between the attitude of Boys and Girls towards E-Learning.

CONCLUSION

The following conclusions were drawn from the above discussion:-

1) B.Ed students have positive attitude towards E- Learning.

2) There is no significant difference in attitude towards E-Learning of Urban and Rural B.Ed students.

3) There is no significant difference in attitude towards E- Learning of science and Humanities B.Ed Studnets

4) There is no Significant difference in attitude towards E-Learning of Boys and Girls B.Ed Students.

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