

ATTITUDE OF HIGHER SECONDARY STUDENTS TOWARDS E-LEARNING

Research
Paper

ABSTRACT

The main objective of the study was to find out the attitude of higher secondary students towards e-learning. In the present study 100 samples were selected from higher secondary schools in Puducherry region. The responses were computed and analyzed viz., Mean, SD, t-test. The result had indicated that the higher secondary students have unfavorable attitude towards e-learning.

INTRODUCTION

In the 21st century, all sectors are utilizing technology, so, the teachers and students must know how to operate computers besides becoming versatile in performing online processes. Arrival of computer and internet in the field of education has changed the procedure and patterns of education. It has knocked the doors of students replacing old technological terms by new one such as banking to e-banking, money to e-money, learning to e-learning. e-learning is commonly referred to the intentionally use of network information and communication technology in teaching and learning.

Attitude is associated with almost every learning activity. An attitude is an internal state, which affects our tendency to respond in a certain way (Gagne 1977). We generally have a positive or negative emotional reaction to our learning situation. The emotional reaction will influence how we respond with respect to our knowledge and skill. General application of internet in education is video conferencing, mail, down loading, free ware, share, wrestle net, news group, Internets relay chat, e-learning, Journal, virtual university

OBJECTIVES OF THE STUDY

The following were the objectives formulated for the present study;

To study the attitude towards e-learning of higher secondary school students

To find out, significant difference, if any, between the sub-groups in their attitude towards e-learning among higher secondary school students with respect to sex, type of school and locality of residence.

HYPOTHESES

The following were the hypothesis framed from the formulated objective

1. The attitude towards e-learning of higher secondary school students is favorable.
2. There is no significant mean difference between the male and female higher secondary students in their attitude towards e-learning.
3. There is no significant difference between the government and private higher secondary school students in their attitude towards e-learning.
4. There is no significant difference between the urban and rural residence higher secondary students in their attitude towards e-learning.

METHODOLOGY

Normative survey method has been employed in the present study

The tool used for the present study is Attitude towards e-learning constructed - standardized by Dr. M.S. Kumar and M. Anandhi (2012). The questionnaire consists of 30 items in the form of statement. It has both positive and negative items. Each statement has 5 alternative responses namely strongly agree, agree, undecided, disagree and

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strongly disagree. The maximum score for this scale is 150 and minimum is 30. The average time for completing this scale is around 30 minutes

Random sampling technique has been used in the selection of the sample of 100 students of higher secondary schools in Puducherry region.

The mean and standard deviation were computed in this study. The test of significant (t-test) was used in order to find out the significant difference between the mean of sub groups regarding attitudes towards e-learning.

Table 1

THE MEAN, MEDIAN, MODE AND STANDARD DEVIATION OF THE ATTITUDE TOWARDS E-LEARNING SCORES

Mean	Median	Mode	Standard Deviation
69.85	68	56	23.69

Table 2

THE MEAN AND STANDARD DEVIATION OF THE ATTITUDE TOWARDS E-LEARNING SCORES OF THE SUBSAMPLES

Sub samples	N	Mean	SD	t-value	Level of Significance at 0.05 level
Male	50	72.32	23.87	1.05	N.S
Female	50	67.38	23.26		

Table 3

THE MEAN AND STANDARD DEVIATION OF THE ATTITUDE TOWARDS E-LEARNING SCORES OF THE SUBSAMPLES

Sub sample	N	Mean	SD	t-value	Level of Significance at 0.05 level
Urban	45	67.53	24.54	0.88	N.S
Rural	55	71.74	22.80		

Table 4
THE MEAN AND STANDARD DEVIATION OF THE ATTITUDE TOWARDS E-LEARNING SCORES OF THE SUBSAMPLES

Sub sample	N	Mean	SD	t-value	Level of Significance at 0.05 level
Government	40	70.02	22.03	0.06	N

FINDINGS

The obtained scores were analyzed by applying statistical technique i.e., mean, S.D, 't'

In Table (1), the mean score of attitude towards e-learning among higher secondary school students was computed to be 69.85. According to the norms manual, the mean value falls in the unfavorable attitude towards e-learning. Therefore, the hypothesis is rejected and hence the attitude towards e-learning among higher secondary school students is unfavorable.

In Table (2), the mean and standard deviation of male and female higher secondary school students attitude towards e-learning scores were found to be 72.32 and 23.87, 23.26. The t-value is 1.05, which is not significant at 0.05 levels. Thus, the null hypothesis is accepted.

In Table (3), the mean and standard deviation of urban and rural higher secondary school students attitude towards e-learning scores were found to be 67.53, 71.74, 24.54, 22.80. The t-value is 0.88, which is not significant at 0.05 levels. Thus, the null hypothesis is accepted.

In Table (4), the mean and standard deviation of government and private higher secondary school students attitude towards e-learning scores were found to be 70.02, 22.03, 24.74. The t-value is 0.06, which is not significant at 0.05 levels. Thus, the null hypothesis is accepted.

CONCLUSION
From the results and findings, it is concluded that the attitude towards e-learning among higher secondary school students is unfavorable. The reason may be our system of education does not provide the knowledge about e-learning. In the same time the teachers are not using e-learning in their teaching. **REFERENCE**
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T INTEREST OF STUDENTS IN E-LEARNING AT UNIVERSITY OF CALICUT
SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN ATTITUDE TOWARDS E-LEARNING SCORES OF THE B.ED. AND B.A. EDUCATIONAL QUALIFICATION GRADUATION
Sub-samples N
d. students
se educational
lification is
er-graduation 500
d. students
se educational
lification was
t-graduation 385
The details of the study are given in the table. The 't' value is found to be 0.06, which is not significant at 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the B.Ed. and B.A. educational qualification is under the effect of their ICT interest. The study shows that the e-learning can cause significant interest.

CONCLUSION

From the results and finding of the present study it is concluded that the Attitude towards e-learning among higher secondary school students is unfavorable. The reason may be our system of education may fail to provide the knowledge about e-learning to the students and at same time the teachers hardly use ICT in their instructions.

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Table 4

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ICT INTEREST SCORES OF THE B.Ed. STUDENTS WHOSE EDUCATIONAL QUALIFICATION IS UNDER GRADUATION / POST-GRADUATION

Sub-samples	N	Mean	S.D.	't' Value	Significance at 0.05 Level
B.Ed. students whose educational qualification is under-graduation	500	20.63	9.57	0.85	Not significant
B.Ed. students whose educational qualification was post-graduation	385	20.1	8.91		

The details of the calculations are given in Table-V. The 't' value is found to be 0.85 which is not significant at 0.05 level. Therefore the null hypothesis is retained and it is concluded that there is no significant difference between the B.Ed. students whose educational qualification is under- graduation / post-graduation in respect of their ICT interest. Thus there is no evidence in this study to show that the educational qualification of B.Ed. students can cause significant difference in respect of their ICT interest.

FINDINGS OF THE STUDY

The following are the findings of the study.

1. There is no significant difference between male and female B.Ed. students in respect of their ICT interest.
2. There is significant difference between the B.Ed. students studying in urban colleges and those in rural colleges in respect of their ICT interest. Moreover, the B.Ed. students studying in rural colleges are found to be better than the B.Ed. students studying in urban colleges in their ICT interest.
3. There is no significant difference between the B.Ed. students whose educational qualification is under graduation / post-graduation in respect of their ICT interest.

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