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A STUDY OF ATTITUDE TOWARDS e-LEARNING IN PRIMARY TEACHERS

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ABSTRACT- **Current research explores the study of attitude towards e-learning in primary teachers of Private and Governmental schools in Bhilai city of distt .Durg (CG). Survey methodology was performed for the population of 258 primary teachers which are then selected by random sampling of 90 from each category a total of 180 teachers selected with the help of standardized Questionnaire tool called "e-learning Orientation Scale."The results have shown that no significant difference lies for conducive and adaptive attitude in primary teachers towards e-learning but considerable significant difference observed in purposeful, observant, comprehensible and proactive attitudes towards e-learning in between private & Governmental primary teachers. Therefore, the tendency to promote the e-learning facilities to meet global challenge through continuous updation of information regarding e-learning & contributing behaviour of primary teachers required to enhance e-learning applications in both private & governmental schools.**

Keywords: e-learning, attitude, observant, updation, comprehensible, enhance

INTRODUCTION

Innovation is a species of change. **Richland (1965)** has given a laboratories definition of the term as **"Innovation is a creative selection, organization and utilization of human and material resources in new and unique ways which will result in the attaining of a higher level of achievement for the defined goals and objectives."** In this era of emerging technologies the role of the teacher is more than that of facilitator or guide.

E-Education:

Educators have been talking about the enormous potential of electronic based education and training but **Arulsamy (2004)** depicted that changes are slow and steady explosive growth in technology and fuelling a new wave of teaching tools have changed the teaching scenario according to **Buch (2003),** computer Aided Video. Instructions (CAVI) hypermedia, multimedia, CD-ROMS, LANS, Internet connections and collaborative software have created an electronic based teaching environment. The present study has an extended scope in understanding the attitude of primary teacher towards e-learning. **Hadad (2006)** stated that computer networks as social networks and also helpful in understanding the computer as supported cooperative work, virtual community, telework, electronic mail, internet communication.***www.Learningcircuits.Org/2005/Walliker.Htm*.**

Buch, Heim & Bartly (2003) examined the relationship between learning styles and preferences for alternative delivery modes used by most of the organizations. Delivery modes included computer-

based methods, TV-based methods Print-based method, Audio-based methods, and Classrooms based methods. **Subharmani, S.N. and Sita, P (2009) –** explained the relationship in cost and delivery methodology of E-learning was cost effective to deliver regardless of the learner population.

OBJECTIVE OF THE STUDY-

1. To collect information regarding e-learning in future.
2. To find out the attitude of different schools primary teacher towards e-learning.
3. To compare the attitude of e-learning of primary teacher in different kind of schools.
4. To study the difference between thinking of teachers in different kinds of school on e-learning attitude.

HYPOTHESIS- **Asthana and Agrawal (1982)** studied that null hypothesis was that the personality determined whether a person would hurt another person. **Following are the Hypothesis:-**

Hypothesis H_1 —

There exists no significant difference between

Conducive attitude towards e-learning in Private and

Government schools primary teachers.

Hypothesis H_2 —

There exists no significant difference between

Adaptive attitude towards e-learning in Private and

Government Schools primary teacher.

Hypothesis H_3 —

There exists no significant difference between

Purposeful attitude towards e-learning in Private and

Government schools primary teachers.

Hypothesis H_4 —

There exist no significant between Comprehensible

Attitude towards e-learning in private and

Government schools primary teachers.

Hypothesis H_5 —

There exists no significant difference between

Observant attitude towards e-learning in Private and

Government schools primary teachers.

Hypothesis H_6 —

There exist no significant between Proactive attitude

Towards e-learning in Private and Government

schools primary teachers.

RESEARCH DESIGN-

POPULATION AND SAMPLE- Present study concerned with primary school teachers categorized under Government & Private schools in Bhilai, district Durg (CG). In the population there are 167 schools which are being run by different kinds of organization selected by **random sampling** and **ninety** from each category**. Kim and Bartly (2002)** examined data collection was done through the survey method with independent Variable – **Private & Government school teachers** & Dependent Variable – **Attitude towards e-learning**.

TOOL

The study list was done with the help of Questionnaire tool prepared and standardized by **Dr. Saurabhi Chaturvedi** (Professor), Shri Vaishnav School of Business Mangement, Indore, **Dr. Santosh**

Dhar (Professor) JK Laxshmipat university, Jaipur and **Dr. Upinder Dhar** (Vice Chancellor) JK Lakshmipat University, Jaipur called as ***"e-learning Orientation Scale***.*"*This questionnaire tool comprises of 43 questions in the form of objective-type statement which shows the attitude of primary teachers towards e-learning. The tool has been standardized on 300 samples. The test was administered on the 180 primary teachers of 12 private and Governmental Schools. **Mccrea (2000)** determined time-limit was 20 minutes. For **Scoring,** each item was awarded score of 5, 4, 3, 2 and 1(Strongly agree, agree, not sure, disagree and strongly disagree) respectively.

STATISTICAL DATA ANALYSIS-

Molnar (1997) studied Mean, SD (σ) and SE_D values were calculated & lastly t-test was applied to study the attitude of primary teachers of Private and Government schools in Bhilai city.

Hypothesis H_1 -

Table I.1 Inference between conducive attitude towards e-learning in Private and Government schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	35.51	4.55	0.62	1.58
Government	90	34.53	3.76		
df = 178, P> 0.05, No significant difference					

(Hypothesis H_1 was hereby accepted)

t – Value (obtained) = 1.58 less than t –value (tabulated) = 1.96 (at 0.05 level)

obtained 't-value' was found not significant at 0.05 level as compared to **Sambrook, Fry & Faster (2007)** found significant difference exist in developing conducive positive attitudes towards e-learning.

Hypothesis H_2 –

Table I.2 Inference between Adaptive attitude towards e-learning in Private and Government Schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	15.80	2.91	0.44	0.61
Government	90	15.53	3.20		
df = 178, P> 0.05, No significant difference					

(Hypothesis H_2 was hereby accepted)

t- Value (obtained) = 0.61 less than t- value (tabulated) = 1.96 (at 0.05 level)

obtained 't-value' was found not significant at 0.05 level on the contrary **Bandura & Kant (2006)** depicted significant difference in grasping adaptive attitudes in skill quality of primary teachers.

Hypothesis H_3-

Table I.3 Inference between Purposeful attitude towards e-learning in Private and Government schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	26.31	4.19	0.60	3.60
Government	90	24.15	4.05		
df = 178, P < 0.05, significant difference					

(Hypothesis H_3 was hereby not accepted)

t – Value (obtained) = 3.60 more than t –value (tabulated) = 1.96 (at 0.05 level)

obtained 't-value' was found significant at 0.05 level as comparative to **Buch & Bartly (2003)** revealed significant difference does not exist in interactive purposeful attitude in broadcast e-learning of teachers.

Hypothesis H_4-

Table I.4 Inference between Comprehensible attitude towards e-learning in private and Government schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	12.17	2.59	0.52	9.01
Government	90	16.86	4.35		
df = 178, P < 0.05, significant difference					

(Hypothesis H_4 was hereby not accepted)

t- Value (obtained) = 9.01 more than t- value (tabulated) = 1.96 (at 0.05 level)

obtained 't-value' was found significant at 0.05 level on the contrary **Subharmani & Sita (2009)** revealed that no significant difference found in comprehensible attitude towards e-learning by random sampling.

Hypothesis H_5-

Table I.5 Inference between observant attitude towards e-learning in Private and Government schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	27.35	6.39	0.79	8.69
Government	90	20.48	4.10		
df = 178, P< 0.05, significant difference					

(Hypothesis H_5 was hereby not accepted)

t- Value (obtained) = 8.69 more than t- value (tabulated) = 1.96 (at 0.05 level)

obtained 't-value' was found significant at 0.05 level while **Lison & Ogural (2004)** found no significant difference in keen eyed observant attitude towards e-learning in primary teachers.

Hypothesis H_6 –

Table I.6 Inference between Proactive attitude towards e-learning in Private and Government schools primary teachers

Schools	N	M	SD	SE_D	t-value
Private	90	26.44	4.12	0.57	3.50
Government	90	24.44	3.70		
df = 178, P < 0.05, significant difference					

(Hypothesis H_6 was hereby not accepted)

t – Value (obtained) = 3.50 more than t –value (tabulated) = 1.96 (at 0.05 level)

Obtained 't-value' was found significant at 0.05 level where as **Driscall (2004)** found no significant difference exist in Proactive attitude towards e-learning for controlling a situation in various applications.

INTERPRETATION

- **There was no difference between Conducive and Adaptive attitude towards e-learning in both Private and Governmental schools primary teachers due to:-** Private school primary teachers show the tendency to promote e-learning facilities to meet global challenge through continuous updation of information regarding e-learning programs. The contributive behavior of the Governmental schools primary teachers enhances the technological-based environment in schools for e-learning effectiveness.
- **The private schools primary teachers show difference in the Purposeful and Comprehensible attitude towards e-learning than the Governmental schools primary teachers due to:-** Determined and keen attitude towards gaining knowledge related to the understanding of e-learning & manifestation of resolving any kind of problems pertaining to the curriculum design & examinations.
- **The private schools primary teacher shows difference in the observant and Proactive attitude towards e-learning than the Governmental schools primary teachers due to:-** Dynamic and customized-oriented with active participation as well as paying close attention to the details of gathering new Knowledge regarding Information and Communication Technologies(ICT) in education.

CONCLUSION

In today's dynamic environment schools and institutes can no longer afford to inflate training budgets with extensive travel and loading. **Walliker (2006)** improved digital networks at lower costs, coupled with advances in server and other technological deliveries hold significant potential to increase the availability of the effective e-learning training options in schools which was depicted by the study of significant difference found in purposeful, comprehensible, observant and proactive attitude towards e-learning where as no significant difference determined in conducive and adaptive attitude towards e-learning in private and governmental primary teachers of Bhilai (CG).

SUGGESTIONS & FOLLOW-UP STUDIES-

Quinn (2009) suggested on the basis of research it was found that the teacher of the school take least interest in the incorporation of new technology:- Minimum infrastructure for the e-learning should be provided to all educational institutions with instructional facilities should be provided for the betterment of the teachers on e-learning. **Yadapadithaya (2009)** demonstrated refresher courses, workshops, conferences etc. on e-learning and its implication should be organized for the teachers for creating interest in them. Various competitive programmes should be organized between the school and the teacher for motivation. To study the attitude of higher school teachers and students parents.

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