

CHAPTER 1

INTRODUCTION

Chapter 1: Introduction

Technology plays a very important role in almost every aspect of life. It has a major impact in the field of education. In fact the impact of new technology in education has been very positive, so it leads to huge change in the entire educational field for better method of teaching. So teachers have an important role to play at the intersection of technology in 21st century skills. As we know during the pandemic period recently. E-learning gave a good idea in the execution of online learning due to lockdown. To diminish the lockdown effect the teachers started to think of new way of communicate with the student. The educational institution has taken the necessary steps to continue the teaching learning process at modern day trend in educations. The concept of e-learning described in a lot of literature sources. The basics of this definition of e-learning are combination, implementations and relationship of the activities for learning and reaching from different electronic media such as in distance and open learning. Rapid development helped in creating a modern educational environment like electronic and distance learning, online learning, computer based learning etc. E-learning offers opportunities to encourage education towards creating an environment where student and teachers can share their experience and awareness. Teachers play an important role in the integration of e-learning in education. Their attitudes towards e-learning have significant impact not only for students but also on the education transformation. So we can say that attitude has an important role to change the traditional learning approaches to e-learning. As a result of ability to communicate globally and the information explosion, education must change. Most educators might not want to change, but the change is coming-it is a matter of when not if. The current teaching paradigm of the teacher as processor or transferor of the information is shifting to new paradigm of the teacher as a facilitator or guide. This new role of teachers will provide contextual learning environment that engage student in collaborative activities that will require communication and access to information that only technology can provide. E-learning is the learning method using technology and is a broad technical discipline aimed at helping all learners gain knowledge in every corner of the country.

1.1 Background of the study

“Education is the most powerful weapon we can use to change the world” (Mandela , 2003 as cited in Agarwal ,2020). Education is a necessity to the progressive development of an individual as well as the advancement of society. Education not only helps individuals gain knowledge and skills but also equips them with the confidence needed to survive in this challenging world full of completions.

Earlier education system used to follow traditional face-to-face teaching and learning but with the advancement of technology, education system around the world has been digitalized. Nowadays online learning is playing a major role in delivering knowledge at all levels, whether primary or secondary. Technology has become an important role in making education a global commodity. The use of internet has now been extended from distance learning to regular learning most of the educational institute around the world have started work on E-learning as it is flexible and learner centric.

1.2 Significance of the study

E-learning is becoming an increasingly popular mode for studies and it is very important to judge Whether E-learning is complete learning solution in itself or not. The study is significant as it will help the teachers in understanding the various virtues of E-learning for the student. It will help in understanding what areas need investment to improve the learning effectiveness through E-learning Mode. The study is based on teacher’s attitude towards E-learning. By understanding the attitude of teachers, it will help to identify the barriers in challenges in E-learning. Thus the study will help in improving the existing E-learning technologies and practices. Moreover it will emphasize the development of teachers as well as student skill to make learning successful. E-learning in India is innovative and major leap towards enhance learning, structural development and acquiring knowledge using digital services and technology.

1.3 Operational Definitions

The following terms has been used in this study and provided the operational definition to the reader for full understanding of the study.

1.3.1. E-learning

E-learning involves delivery of content and resources per teaching and learning via different communication protocols. E-learning mechanism involves a variety of professionals such as instructional designers, course writers/ content craters, Reviewers, Graphic Designers and knowledge organizers/ Library and information professionals etc. Simply, e-learning is the mixture of technology and education e-learning covers a wide set of applications of computer based learning, web-based learning, virtual classroom and online learning. E-learning is an interactive learning experience with access to online tutors which can be made available from any computer.

E-learning in present time is the way forward of learning and gaining knowledge with the help of technology.

“E-learning can be defined as the use of digital technologies and media to deliver, support and enhance teaching, leaning, assessment and evaluation.” (Armitage and O’leary, 2003).

“E-learning refers to the systematic use of network information and communication technology in teaching and learning.” (Naidu 2003)

“E-learning comprises all forms of electronically supported learning and teaching. E-learning application and processes include web-based leaning, computer based learning, virtual teaching opportunities and digital collaboration. Content is provided by the internet, intranet, satellite, TV, CD-ROM. It can be self paced or instructor also includes the media in the form of text, image, animation, video audio streaming” (Khan 1977).

1.3.2. Types of E-learning

E-learning is basically of two types;

- Synchronous learning and
- Asynchronous learning.

Synchronous: Synchronous means “at the same time” involve interaction of participant with an instructor via web in real time. Synchronous technologies are telephone, video conferencing and web conferencing etc.

Asynchronous: Asynchronous means “not at the same time” allow the participant to complete the WBT (will be there) at his own pace, without live interaction with the instructor. Asynchronous technologies are audio cassettes, E-Mail, printed materials, voice mails, fax, video cassettes, CD-ROMs; a new form of learning is immerging called blended learning.

1.3.3. Concept of Attitude

The attitude is the voluntary disposition of a person given the existence in general or to a particular aspect of this. Humans in your life experience various emotions that are far from being motivated by his free choice; instead, the attitude encompasses those psychic phenomena on which man & use of freedom and that serve for the various challenges that arise in one way or another. In addition to this categorization according to how we stop against our lives and from there is the attitude that we also take these types of attitudes (negative or positive) can be used to catalogue our behaviour to others, all other human beings that surround us. Between positive attitudes, which will surely come and strengthen our links with others either in family, friends, work, school, associations in which we participate, are: solidarity, friendship, understanding, be proactive, creativity, humour, among others. On the other hand, those which relate to the negative attitude and that tend to create conflicts and tensions with others are: selfishness, envy, jealousy, resentment, lie, greed, arrogance, indifference, among others, that can be identified.

DEFINITION OF ATTITUDE

This term refers to “A manner of acting feeling, or thinking that shows one’s disposition; opinion or mental set”. (Webster’s new world dictionary, 2000).

“ An attitude is a hypothetical construction that represent an individual degree of like or dislike for something. In other words attitude is the inner feeling or belief of a person towards a particular phenomenon” (Festiger, 1957).

The attitude of a person determined by psychological factors like ideas, values, beliefs, perception etc. All these have a complex role in contributing to a person’s attitude. Values are ideals, guiding principles in one’s life. There are many factors that influence attitude such as social factors, family, personal experience, media, religious and educational institutions, physical and economic factors.

1.3.4. Teachers’ attitude

Teacher’s belief and opinion regarding the use of technology in the classroom. Teachers cannot escape the fact that today’s classroom must provide technology-supported learning. How the technology utilized and how the technology is integrated is depend upon the individual teacher. School policies and professional development workshops are designed to positively influence teachers. The adoption and use of technology in the classroom is determined by the teacher’s attitude and beliefs about the technology. Attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. Teacher’s attitude also associated with personal characteristics such as gender, experience, exposure to computers technology acceptance and individual learning style as major factors (Keller and Cernerud, 2002). The most commonly considered attitudes comprise teachers genuine care and kindness, willingness to share the learning responsibility, a natural sensitivity to student’s diversity, interest in equally providing meaningful learning experience and to encourage learners creativity.

1.4 Rationale of the study

The study on “Attitude of Secondary School Teachers Towards E-learning” Focuses on understanding and studying the attitude of secondary school teachers towards E-learning. Due to the extensive use of technology in every walk of life, the educational institutes are also supposed to prepare their teachers to be technology literate (Kalanada, 2005). It is due to this reason the use of technology in school in general and in classroom has been increasing day by day. Many study in the field of education have explored the various factors that influence the technology use in education in one way or the other. The most prominent factors amongst the factors that affect the successful use of computers in the classroom are the teachers attitudes towards E-learning .

1.5 Government initiatives in E-learning

Recognising the rapid development of digital education, the government has introduced it in **National Education Policy-2020** (NEP-2020) that emphasise digitalization as well as the use of technology in education. Another focus is on Edtech for further training especially in rural areas. Digital education in India is believed to be the future of leaning. The government of India has defined different channels and taken several initiatives to educational means and sources in various part of the country.

The need for technology based education in India was augmented due to the COVID-19 Pandemic, which temporarily disturbed the Indian education system. A lot of initiatives have been taken by central government from time to time to make India digital. According to the economic survey 2020-21, spending on education as a percentage of GDP has increased to 3-3.5% in the 2019-21 period. The efforts taken by the central government, government of different states and Union territories of India has also played an active role in promoting E-learning.

Table 1.1 Shows various initiatives of the central government in the field of digital education.

S. No	Central Government Initiatives
1	IGNOU- Indira Gandhi National Open University
2	MOOCs- Massive Online Open Course
3	SWAYAM PRABHA- 32 DTH Channels
4	E-GYANKOSH- Electronic Gyan Knowledge
5	E-PATHSHALA
6	National Digital Library
7	ShodhGanga and ShodhGangotri
8	DIKSHA Platform-Digital Infrastructure for Knowledge Sharing
9	NROER- National Repository of Open Educational Resources
10	NMEICT- National Mission on Education through ICT

Source: (Naresh and Reddy,2018) ,(Sharma and Singh, 2020)

1.5.1 The main objectives of government initiatives are:

Following are the objectives of government initiatives :

- to develop high quality electronic content in all local languages to cater the diversity of various language in India .
- develop virtual training and laboratories along with high end skill development courses ,
- create guideline for online education to tackle the digital device ,
- development of digital classrooms ,
- integrating the Indian education system using technology and
- encourage teachers to use E-learning resources in the class/ school.

1.6 Statement of the Problem

Attitude of Secondary School Teachers Towards E-Learning

1.7 Need and Justification

The following are the needs and justification of selecting the present problem:

- A positive attitude let's one relax, remember, focus and absorb information as one learn.
- Today's teacher facing the greatest challenge is changing in educational trend and technology.
- E-learning delivers knowledge through digital resources.
- Being a successful teacher having a positive attitude towards all aspects of learning is very important for effective learning.
- A teacher should ready to welcome to new experience with healthy and positive attitude so that it could help in recognizing many different kind of learning opportunities.
- So teacher's attitude towards learning is very important factor in teaching effectively during learning process.

1.8 Objectives of the study

The following are the objectives of the present study:

- (i) To study the attitude of secondary school teachers towards E-learning.
- (ii) To study the attitude of male and female secondary school teacher towards E-learning.
- (iii) To study the attitude of government and private secondary school teacher towards E-learning.

1.9 Research Question For objective (i) :

What is the attitude of the secondary school teachers towards E-learning?

1.10 Hypothesis of the study

Ho1: There is no significant difference in attitude between male and female secondary school teachers towards e-learning.

Ho2: There is no significant difference in attitude between Government and private secondary school teachers towards E-learning.