

CHAPTER 5
SUMMARY, FINDINGS AND
CONCLUSION

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5.1 Introduction

This chapter contains the brief summary of the study, findings and conclusion drawn from various analyses. It is followed by the education implication based on the findings of the present study. Recommendation for further researches on related areas has also been outlined. E-learning has, over recent years, become more popular and it is gaining wide acceptance as a non traditional mode of accessing higher education (UNESCO 2009). Teachers play a key role in the integration of E-learning in education such that their attitude towards E-learning have significant impact not only to students attitude formation towards E-learning but also on the education transformation agenda as a whole. The most important aim is to make the teaching-learning process an enjoyable and memorable one. The modern system of education encourages the development of different learning strategies so as to enhance the learning potential of the learners. A more organised and systematic form of instruction is the need of the hour to fulfil this educational aim.

5.2 Statement of the problem

“ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS E-LEARNING”

5.3 Delimitation of the study

- This study is restricted to the secondary schools of Bhopal district.
- This study is delimited to teachers of secondary school.
- This study is delimited to 60 teachers of secondary school.
- This study is restricted to four schools of Bhopal district.

5.4 Objectives of the 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.

5.5 Research Question for objective (i)

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

5.6 Hypothesis

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.

5.7 Research method

The descriptive method of research will be employed for the study. The Descriptive survey research method was adopted primarily due to the fact that it is one of the most commonly used means of investigation that attempts to describe and interpret what exists in the present phenomena in terms of practices, beliefs, attitude, conditions, processes, trends or relationships.

5.8 Sample of the study

Random sampling technique was used for this study. The sample includes four secondary schools of Bhopal city. Total 60 teachers of different school were selected for the study in which both male and female teachers were selected.

S.no	Gender	Number of Teachers
1	Male	25
2	Female	35

Types of School	Government School	Private School
No of teachers	30	30

5.9 Tools used for data collection

. In the present study **Attitude scale towards E-learning** was used for this study. The researcher used self-developed tools for the study. Quantitative as well as qualitative methods were used to collect data. The tool was prepared, and statements were constructed by the investigator for knowing the attitude of the teachers towards E-learning for the secondary level.

5.10 Procedure for data analysis

To know the attitude of secondary school teachers towards E-learning, the data were analyzed with the help of sources of data collected from the school. For testing of hypothesis Mean, Standard deviation and t-test is drawn.

5.11 Findings of the study

As result administrating attitude of secondary school teachers towards E-learning.

- There is a moderate attitude of secondary school teachers towards E-learning.
- The male secondary school teachers and female secondary school teachers have similar attitude towards E-learning.
- The government secondary school teachers and private secondary school teachers have similar attitude towards E-learning.

5.12 Suggestions for further research studies

- This study may further extended by increasing sample size.

- This study may further extended to college students.

- This study may further extended in rural school, residential school and also in special schools.

- This study may further extended by taking variables like age, and subject.

- This study may further extended to measure the influence of E-learning on students achievement.

5.13 Educational implications

The present study can have the following educational implications

Education is facing the challenge between technological advancement and educational innovations. e- Learning has shown great potential in bridging the gap between these two ends. Since the findings of our study shows the attitude of teacher educators towards e-learning is positive. E-learning development is not just about the technology. It is also about supporting the learner's journey. Paradigms such as "just- in- time" and "at own pace" learning, student cantered and collaborative approaches have emerged and are supported by the technological advancement.

- E-learning enables teachers to represent information using several different media in meaningful ways.

- E-learning can help teachers to take into account into different learning styles, because some students learn by interpreting text, while others requires more graphical representation.

- E-learning and multimedia helps in development of higher order thinking skills.

- Interactive multimedia encourages learners to seek information, apply knowledge and re-attempts task that are associated with higher order thinking skills.

- E-learning can bridge language barriers since audio is not the only means of communication.

- E-learning allows for self-pacing and discover.

- E-learning provide learner the flexibility of anywhere anytime learning .

- E-learning helps learners to learn the content in a given discipline. It helps learners to think effectively, practice problem solving and decision making .

5.14 Conclusion

Teachers play an important role in the implementation of e-learning and their attitudes have proved to be significant predictor of technology. Thus e-learning to be widely used in secondary education, there is a need for the provision of appropriate training at different levels, the development of expertise in e-learning use. Also teacher educators should be encouraged to try e-learning strategies in their own courses. They could be assisted in preparing e-content for their courses. There must be scope for knowing and making use of modern technologies like interactive white boards, blogs, etc.

As we know, the teaching learning technology has progressed from classroom lectures to seminars to videodiscs and CD-ROMS to web based training and wireless communication through various learning objects. Learning objects include CDs, electronic books, (e-books), electronic Journals (e-journals), audiovisual aids etc. e-learning is considered as a more effective way of teaching to a large group of students, thereby providing consistency in educational quality. The opportunities made available through e-learning are both significant and numerous. However, when it is conferred with mobility its power is multiplied. Mobility allows the learners to have access to learning and information anytime and anywhere. As a result of rapid technological advances PDAs (Personal Digital Assistant) and wireless devices are also being used as e-learning tools.

Teachers need the support from the institution in order to make use of new technologies in the teaching learning process. It is necessary that, in the near future, e-learning environment are to be made popular among teachers of secondary education so that a favourable and positive attitude could be developed toward E-learning.