

CHAPTER-I
Introduction

1.0 Introduction

Education is essential to helping the world progress, both technologically and socially. There are many propositions about how education can be improved but the ability to broadcast and disseminate knowledge is one of the easiest step we can incorporate to enhance the standard of global education. The field of education as, noticed recently, has been affected by both revolutions of technology and communication. There for many technological advancement (T.As) and Communication tools or channels (CTC) such as computers, internet, multimedia, virtual reality, reality or virtual, classroom and so on, up to the e-learning as the most recent-TA, has-been, introduced to the field of education in recent years. Accordingly Technological advancement has been used by educators in teaching situations in both classroom sittings and in online teaching.

Education is a Continuous, Complex, Dynamic and Life Long Process. Nowadays, Educational Technology occupies a permanent place in the teaching learning process. This is the age of knowledge explosion and exploration. Rapid progress in computer technology has invaded the area of education. Technology has had a significant effect on the education system for many years. In the classroom we have moved from the days of chalk and talk to the use of overhead projectors and more recently multimedia presentation technique. Technology continues to move forward. The development in computer technology has resulted in e-learning.

The trend of using E-learning as a learning/teaching tool is now rapidly expanding into education-learning is new style of learning strategy. Meanly, E-learning is learning utilizing electronic technologies to access education curriculum and achieving objectives of education. In most cases, it refers to a course, program or degree delivered completely online for learning & acquiring knowledge (Shu-Sheng Liaw,2007). The rapid development and wide-spread usage of e-mail; chat rooms; social networks; interactive multimedia applications; web conferences; and internet technologies, as a result the internet effectively used in educational environment (Yamamoto, DEmiray, & Kesim, 2011; Yapici & Akbayin, 2012).

This evolution led to creating a modern educational environment like: electronic and distance learning, and online learning-Learning includes several approaches and employments through web-based and computer-based learning, digital cooperation, and practical classes. Thus, e-learning recently is acceptable as a comprehensive modern concept that indicates to training based on different electronic equipment's and multimedia (Hazendar, 2012). Due, the present need and just in time the use and demand of e-learning has been increased. It is very essential to know how the students are accepting the new shifting of classroom from traditional to online, the preparedness of students and their motivation level for using e-learning.

1.1 Conceptual Framework

In the conceptual framework part, the concept, types and broad idea on e-learning has been discussed.

1.1.1 Concept of E-learning

As the years go by, ways of learning are changing and adapted by us to suit the trends and requirements of the era. Today people first search for their queries on the internet rather than looking for books or asking someone. Hence, this has led to the importance of e-learning in education. E-learning refers to all electronic learning through systems that are used as part of the learning system such as digital(smart) classrooms, satellite education, web-based learning (WBL)or Internet based training (IBT) and computer-based training(CBT). E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources.

E-Learning is a relatively new phenomenon that is growing in a significant number of universities around the world, enhancing the teaching and learning processes. Enhancements include incorporating text, audio, video and animation into course lectures, retrieving information from online journals, periodicals and newspapers including simulations and multi-media presentations in the classroom; enhancing communication and collaboration between professors and students and uploading course content and tests to university websites (Akimanimpaye, 2012).

It is interactive learning in which learner can also communicate with teachers, professors or other students in the class. Sometimes it is delivered live; where one can “electronically” raise hand and interact in real time and sometimes it is a lecture that has been pre-recorded (Gaikwad and Randhir, 2015). E-Learning can be described as using all electronic media and technologies, including the internet, intranet, extranet, satellite broadcasts, audio/video tape, interactive television, CD-Rom and video-conferencing, to delivery instructional content and to create, foster and facilitate learning experiences. E-Learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning (Gambhir, 2008). It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Abbreviations like CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training) have been used as synonyms to e-learning (Yacob, Kadir, Zainudin and Zurairah, 2011).

The uniqueness of e-Learning is that it provides the learner the opportunity to learn anytime, anywhere. e-Learning is the only method of learning, where three distinct learning styles of auditory learners, visual learners, and kinaesthetic learners are incorporated. And by using learning style tests, e-Learning can locate and target individual learning preferences. e-Learning is inclusive of a maximum range of learning styles, preferences, and needs. Advanced learners are allowed to speed through or bypass instruction that is redundant while novices slow their own progress through content, eliminating their own frustrations (Nelasco et al. 2007).

1.1.2 Types of E-learning

▪ Computer Managed Learning (CML)

In the case of computer-managed learning (CML), also known as Computer Managed Instruction (CMI), computers are used to manage and assess learning processes. Computer managed learning systems operate through information databases. These databases contain bits of information which the student has to learn, together with a number of ranking parameters which enables the system to be individualized according to the preferences of each student.

▪ **Computer Assisted Instruction (CAI)**

Computer Assisted Instruction (CAI), also sometimes referred to as computer-assisted learning (CAL), is another type of e-learning which uses computers together with traditional teaching. Computer-assisted training methods use a combination of multimedia such as text, graphics, sound, and video in order to enhance learning. The primary value of CAI is interactivity – it allows students to become active learners instead of passive learners, by utilizing various methods such as quizzes and other computer-assisted teaching and testing mechanisms.

▪ **Synchronous Online Learning**

Synchronous online learning enables groups of students to participate in a learning activity together at the same time, from any place in the world. Real-time synchronous online learning often involves online chats and videoconferencing, as these tools allow training participants and instructors to ask and answer questions instantly while being able to communicate with the other participants.

▪ **Asynchronous Online Learning**

In the case of asynchronous online learning, groups of students study independently at different times and locations from each other, without real-time communication taking place. Asynchronous e-learning methods are often considered to be more student-centered than their synchronous counterparts, as they give students more flexibility.

▪ **Fixed E-Learning**

In fixed E-Learning, fixed content materials are presented by the teacher. All the students receive the same information. Student's preference does not adopted by the instructor. In fixed E-Learning the content are fixed previously. The materials are fixed previously and student's preferences are not accepted by the teacher. In this system of online learning students participate passively.

▪ **Adaptive E-Learning**

Adaptive E-Learning is a student's centric learning system, which considers student's performance, skills and abilities. It makes the students more

individualized. It allows the teacher to redesign the content materials according to the student's needs. Adaptive E-Learning is more individualized and learner-centered system of learning.

▪ **Linear E-Learning**

It is a one-way learning program, in which only sender provides information without any expectations from the receiver. It does not allow two-way communication between sender and receiver. Linear E-Learning has less importance because; sender cannot get feedback in this type of learning.

▪ **Interactive Online Learning**

Interactive e-learning allows senders to become receivers and vice versa, effectively enabling a two-way communication channel between the parties involved. From the messages sent and received, the teachers and students can make changes to their teaching and learning methods. For this reason, interactive e-learning is considerably more popular than linear, as it allows teachers and students to communicate more freely with each other.

▪ **Individual Online Learning**

It is a communication free learning. Students only get materials from internet as per his or her objectives. It does not develop student's communication skill. In this system students learn individually and attain his or her learning goals individually. It does not develop communication skills among students. It also lacks team work abilities among participants. In individual online learning students does not communicate with other students.

▪ **Collaborative Online Learning**

Collaborative online learning is a group online learning type, in which students work together. In this system of learning students learn together and attain their learning objectives together. This system of learning develops communication skills among students and enables the learners to develop team work ability. There is a need of formation of effective group. In this group students interact with each other and learn from each other.

1.2 Rational of the study

E-learning has become viable alternative to pursue an education in the present scenario. The present trends show that e-learning has gained huge popularity due to the ease of access. It is more relevant, self-paced and personalized content than the traditional learning system. Due to the advancement of technology, e-learning has been rooted to each and every phase of learners. It provides the opportunity to students to learn at their own comfort and requirement. It accommodates everyone's needs and it helps in communicating with new concepts and ideas.

From the aforesaid discussion, it is clear that proper understanding of the e-learning among secondary student is pre requisite. As they are the future of the nation, thus needs to be developed technologically advance to compete in the challenging scenario. Thus secondary students are essentially to be well acquainted with E-learning. Also there is need of developing suitable strategies that can improve their knowledge and skills regarding e-learning. Thus investigator wants to know the attitude of secondary students towards e-learning.

Students attitude towards teaching -learning process play a key role in making a students' education a successful journey. Positive attitude encourages students to be focused and attentive towards information provided and in long run this information is retained by the students. If a student's mind is surrounded with lot of uncertain thoughts and having no readiness to learn how can learning take place? There is urgent need to access students' attitude towards online learning so that proper attitude can be build and flow of information continues.

From the available related literature, it is found that most of the prior studies have been conducted in abroad in the area of e-learning (Alkhalaf, S. 2012), readiness for e-learning (Tuntirojanawong, S. 2013), digital learning (Todd, et al. 2018), online learning (Martin et. al 2018), perception of students on e-learning and also on the students of engineering, nursing (Alli, G., w. 2016) and tourism and many other, but scholars have paid less attention to the students of liberal courses, students from Indian context & specifically in the context of Odisha

Hence, revealing the attitude of students concerning to the readiness, acceptance and motivation of students about e-learning can provide important information for planning and implementation of e-learning programs efficiently and effectively. The findings will also support existing efforts to understand eLearning readiness of students prior to beginning eLearning programmes of study. An intervention to enhance student readiness is expected to improve the student outcomes of eLearning and reduce the drop-out-rate of students participating in eLearning.

At institutional level policy-makers may find the results and findings of the study useful in strategic planning to implement and enhance eLearning. Furthermore, at national levels the findings of the study would contribute to further develop and bring changes to education policy with respect to eLearning.

1.3 Statement of the problem

The trend of using E-learning as a learning/teaching tool is now rapidly expanding into education-learning is new style of learning strategy. Meanly, E-learning is learning utilizing electronic technologies to access education curriculum and achieving objectives of education. Secondary students are essentially to be well acquainted with E-learning. Also there is need of developing suitable strategies that can improve their knowledge and skills regarding e-learning. Thus investigator wants to know the attitude of secondary students towards e-learning. Hence, The present study is entitled as **“A Study on Attitude of Students at Secondary Level towards E-learning”**

1.4 Operational Definitions of Key Terms

E-learning: E-learning is an umbrella term that describes learning done at a computer, mobile, usually connected to a network, giving the opportunity to learn almost anytime, anywhere. In this study E-learning is all type of electronic learning of Secondary school students.

Attitude: Attitude is a feeling or opinion about something or someone, or a way of behaving. In this study attitude means the opinion and feelings of secondary students towards E-learning.

Acceptance: In this study acceptance in terms of secondary school students action of consenting to receive or undertake E-learning.

Readiness: Readiness is the state of being ready or prepared for something. In this study readiness is concerned with the secondary student's preparedness and familiarity to use and adopt E-learning.

Motivation: Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. In this study motivation refers to the driving force behind E-learning.

1.5 Objectives of the study

- 1) To study the attitude of secondary school students towards E-learning with reference to;
 - The Acceptance of E-learning
 - Readiness towards E-learning
 - Motivation For E-learning
- 2) To study the difference between boys and girls attitude towards E-learning
- 3) To study the issues and challenges faced by the students in the implementation of E-learning
- 4) To find out the relationship between Acceptance of E-learning and Readiness of Students towards E-learning
- 5) To find out the relationship between Acceptance of E-learning and Motivation of Students towards E-learning
- 6) To find out the relationship between Readiness and Motivation of Students towards E-learning

1.6 Hypothesis of the study

H₀₁: There is no significant difference between Secondary School boys and girls Students with reference to their attitude towards E-learning.

H0₂: There is no significant difference in Readiness towards e- learning between boys and girl students of secondary school.

H0₃: There is no significant difference in Motivation towards e- learning between boys and girl students of secondary school.

H0₄: There is no significant difference in Acceptance towards e- learning between boys and girl students of secondary school.

H0₅: There is no significant difference between boys and girls students of secondary school towards problems in e-learning

1.7 Research question of the study

- 1) What is the attitude of secondary school students towards E-learning with reference to their acceptance, readiness and motivation for E-learning?
- 2) What are the issues and challenges faced by the secondary school students in the successful implementation of E-learning?

1.8 Scope and Delimitation of the study

- 1) The study is delimited to the Jajpur district only.
- 2) The study is confined to secondary (class x) school students only.
- 3) Size of the sample is delimited to 40 students only.
- 4) The study is confined to only students at secondary level.

1.9 Summary

This chapter concludes the reprographic ideas of the study. The chapter includes significance, objectives and delimitations of the problem. It will finally help us to progress in the right direction of present study.