



A STUDY ON ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS E-TEACHING AND E-TEACHING AND E-LEARNING

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ABSTRACT

E-Teaching and E-Learning is the new word in learning strategy. The main objective of the present study is to know the attitude of the teachers towards E-Teaching and E-Learning. The present study consists of private and Government school teacher of Dharawad district as a sample and random purposing sampling technique is used for data collection and the result shows that private school are having higher competency level in comparison to govt. school with new technologies of education but there is no encouragement and emphasis is given by administration and principal on teacher to use new technology.

Key words: Attitude, School Teacher, E-Teaching and E-Learning

INTRODUCTION

Digital globalization as a consequence of the exponential development of information and communication technologies and the internet represents an inevitable phenomenon having large effects in all the spheres of social life. E-Teaching and E-Learning is the new wave in learning strategy through visionary use of modern technology. E-Teaching and E-Learning revolutionizes education and makes it more accessible; it also brings elusive challenges for teachers and learners. Arulsamy (2004) studied on Role of E-Teaching and E-Learning in 20 developed country like India and found suggestions have been made to use E-Teaching and E-Learning for informal and vocations training, which is highly effective for developing country like India, where a majority of population is living in rural/remote areas and has received almost negligible formal education E-Teaching and E-Learning' as a term is a hybrid. Like many compounds, the two elements have worked together to create a new hybrid. Nevertheless, it is made up of two parts: E-Teaching and E-Learning When the world wide web was launched in 1991, there was a blaze of interest in the possibilities of electronic learning (or E-

Teaching and E-Learning). The use of the web as an educational medium was hailed as an indication of profound changes for communities, organizations and markets. By now, well over a decade later, one might expect that the concept of E-Teaching and E-Learning would be well defined and clearly differentiated from other forms of learning. E-Teaching and E-Learning intersects numerous fields of thought and practice, and cannot be trivialized into a simple formula for success. Like any learning process, E-Teaching and E-Learning depends on effective communication of human knowledge, whether this occurs in a face-to face classroom or across the internet. Electronic technologies can no more guarantee effective communication than they can transform into meaningful word. The medium alone does not create the message. The effectiveness of E-Teaching and E-Learning also depends on establishing two-way communication between teachers and learners, and among learners themselves. Krishnakumar R and Rajesh Kumar M (2019) Studied about attitude of Teachers of Higher Education toward E-Teaching and E-Learning and found that the teachers have a favorable attitude toward E-Teaching and E-Learning as well teachers who are familiar about computer and information and communication.

OBJECTIVE

1. The study to know the attitude of different school teachers towards E-Teaching and E-Learning

HYPOTHESIS

1. There will be no significant effect of school type on attitude of school teachers towards E-Teaching and E-Learning
2. There will be no significant effect of sex type on attitude of school teachers towards E-Teaching and E-Learning
3. There will be no significant effect of interaction of school type and sex type teachers on attitude toward E-Teaching and E-Learning.

SAMPLING

In the present study for collection of data random purposive sampling was used. Total 50 government and 50 private school teachers are selected from Dharawad district as a sample.

TOOL

The tool used for present study is E-Teaching and E-Learning orientation scale (E-LOS) made by Dr. S. Chaturbevi. Dr. S. Dhar and Dr. U. Dhar.

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RESULT

In the present study the problem deals with attitude of school teachers towards E-Teaching and E-Learning. There are only two variables there are area which is independent variable and another attitude which is dependent variable. Related to this problem there is three hypotheses. To test the significance of hypothesis the raw data is collected from government and private school teachers and in Dharawad District, Karnataka

Region was tabulated mean and two-way ANOVA value were calculated with help of them on the basis of the significance.

TABLE NO. 1

TABLE SHOWING CALCULATION OF TWO WAY ANOVA

AREA	MALE	FEMALE	TOTAL
Government	$\Sigma x_1=3372$ $\Sigma x_{12}=457524$ $N_1=25$ $M_1= 134.88$	$\Sigma x_2=3279$ $\Sigma x_{22}=429732$ $N_2=25$ $M_2= 131.16$	$\Sigma x =6651$ $\Sigma x_2 =887256$ $N=50$ $M= 133.02$
Private	$\Sigma x_3=3950$ $\Sigma x_{32}=626070$ $N_3=25$ $M_3= 158$	$\Sigma x_4=3842$ $\Sigma x_{42}=592546$ $N_4=25$ $M_4= 153.68$	$\Sigma x =7792$ $\Sigma x_2 =1218616$ $N=50$ $M= 155.84$
Total	$\Sigma x =7322$ $\Sigma x_2=1083594$ $N=50$ $M= 146.44$	$\Sigma x =7121$ $\Sigma x_2=1022278$ $N=50$ $M= 132.09$	$\Sigma x =14443$ $\Sigma x_2 =2105872$ $N=100$ $M= 139.29$

Where, X = Obtained Score Σ = Summation of N = Number of sample M= Mean of samples

TABLE NO. 2

TABLE SHOWING CALCULATION OF ANOVA

SOURCE OF VARIATION	df	SS	MS	F- RATIO	RESULT
AREA (A)	2-1	13018.81	13018.81	193.94	Significant at 0.05 level. > P/S at 0.05
SEX (B)	2-1	404.01	404.01	6.01	Significant at 0.05 level. > P/S at 0.05
(A) x (B)	1 x 1	2.25	2.25	0.03	Significant at 0.05 level. > P/NS at 0.05
SSW	100-4=96	6444.44	67.13		

Where, df = Degree of freedom SS= Sum of squares MS = Mean of square F = f- value P= probability S= significant

RESULT

H1 'There will be no significant effect of school type on attitude of school teachers towards e-learning'

The F- value for A (Area) is 193.94 for which df is 1 in numerator and 96 in denominator. The required F- value for df = 1/96 at 0.05 level, 3.94 and 0.01 level 6.64 as the obtained F- exceeds the value at 0.05 level, indicates the significant effect of area on attitude of school teachers towards E-Teaching and E-Learning thus the null hypothesis is rejected at 0.05 level.

H2: "There will be no significant effect of sex type on attitude of school teachers towards E-Teaching and E-Learning"

The F- value for B (Area) is 6.01 for which df is 1 in numerator and 96 in denominator. The required F – value for df = 1/96 at 0.05 level, 3.94 and 0.01 level 6.64 as the obtained F- exceeds the value at 0.05 level, indicates

the significant effect of sex type on attitude of school teachers towards E-Teaching and E-Learning thus the null hypothesis is rejected at 0.05 level.

H3: "There will be no significant effect of interaction school type and sex type teachers on attitude towards E-Teaching and E-Learning."

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The obtained F is 2.25 for which df is 1/96. The required F-value for $df = 1/96$ at 0.05 level as 3.94 the obtained F-value is smaller than the required (table) F-value. This indicates that there is no significant effect of interaction on attitude between school type and sex type teachers towards E-Teaching and E-Learning. Thus, the null hypothesis is accepted at 0.05 levels.

CONCLUSION

The objective of this present study was to find out the attitude of school teachers towards E-Teaching and E-Learning, it is seen that most of the private school teachers are having better positive attitude towards E-Teaching and E-Learning other than government school teacher, the reason behind this may be the private school teachers are have to equipped themselves with new E-Teaching and E-Learning oriented tools related to teaching and learning to make them survive and stand in the competency, on the other hand government school teachers are job security and because of this they are not eager to use new E-Teaching and E-Learning oriented tools in teaching. Private schools are having higher competency level they have to make them equipped with new technologies of education to run in competition of better and modern schools and government schools there is no encouragement and emphasis is given by administration and principal on teacher to use new technology in teaching. In government schools there is very few policies of E-Teaching and E-Learning at school but slow implementation and poor maintenances may be one of the reasons of lower percentage of E-Teaching and E-Learning attitudes. It is also seen that the government school teachers are not facilitate to use computer and internet in their school campus and other than the private school teachers get these facilities in their school campus.

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