



# ATTITUDE OF B. ED STUDENTS OF IGNOU TOWARDS SELF-LEARNING MATERIAL AND PERSONAL CONTACT PROGRAMME

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## Abstract

The researchers conducted the study taking 200 (male and female) distant learners from NDWCTE, Bhubaneswar and SCS (Auto) College, Puri, Indira Gandhi National Open University (IGNOU) Study Centers under Bhubaneswar Region to find out the level of attitude of distant learners towards self-learning material and personal contact programme in distance education in relation to gender, graduate and post graduate prospective teachers. The result shows that the level of attitude of distant learners towards self-learning material and personal contact programme was high and more positive. Male distant learners have more positive attitude towards Self Learning Materials as compared to female counter parts whereas female distant learners have low attitude towards Personal Contact Programme as compared to male counterparts. There was no significant difference between attitude of graduate distant learners and undergraduate distant learners towards Self Learning Materials and Personal Contact Programme.

**Key words:** Attitude, B. Ed Students, Self-Learning Materials, Personal Contact Programme.

## Introduction:

Present education system gives an explanation directly to population growth, health practices, economic development and productivity. Indian education system is divided into different levels such as preprimary, primary, upper primary, secondary, undergraduate and postgraduate level. The National Council of Educational Research and Training (NCERT) provide educational and technical assistance for improving quality in school education and teacher education. In addition to that Central Board of Secondary Education (CBSE), Council of Indian School Certificate Examinations (ICSE) and National Institute of Open Schooling (NIOS) are functioning for organizing school education in a befitting manner.

Indian education system is one of the largest in the world contributing a variety of courses at all levels, from early childhood care and education to post-doctoral research. In India, open and distance education system is an effective and modern alternative system of education. The scope of ODL system is very wide. It fulfills the needs of different types of the society such as people from rural areas and remote areas, housewives, dropout children and for those who could not get chances of enrolment in conventional mode of education system and who could not get formal education because of socio-economic and cultural difficulties. “Indian open and distance learning has proved to be an effective root to impact education for disadvantaged groups to the neo-literature class of the society, to people living in remote or rural areas and to section of society which could not avail them of conventional education system. The ODL system succeeded through building a wide network of students support services and flexible admission criteria” (Kumar Sunil & Others, 2008).

Indira Gandhi Open University popularly known as IGNOU has brought educational revolution in the country by giving access to higher education to millions of students across India and abroad. It was established in 1985 by an act of parliament and now offering more than 3 hundred academic programmes through a wide network of learner support centers across the country. B. Ed programme is one such programme which is lunched as per NCTE guidelines and fulfilling training aspirations of large number of practicing teachers in the country. This programme is offered through blended mode using latest educational technologies. The study materials developed for this programme are highly qualitative and unique. In order to provide the learners additional academic support, Academic counselling sessions are arranged at learner centers in which the learners get opportunity to interact with the subject experts. To a great extend counselling sessions are participatory and highly interactive. Owing to unique delivery style of the B. Ed programme, majority of the learners are satisfied and have improved their professional competency in their profession.

### **Review of Related Literature:**

The review of the related literature is an important aspect of a research study. The researchers have gone through the following studies to conduct the present study.

**Shale (2002)** studied the hybridization of higher education in Canada found that “growing convergence between conventional and distance learning modes, leading to the hybridization of higher education”. The hybridization or blending of online and face to face approaches is the main force behind convergence. **Evan & Nation (2003)** studied Globalization and reinvention of distance education found that old industrial approaches to distance education that is influenced by “neo-instructional industrialism”. For those dedicated to autonomy as an ideal and the developed model, paradigms do not shift easily. In the industrial paradigm, distance education is committed to the design of teaching that enhances autonomy and self-direction, regardless of the technology of delivery or ancillary uses of media. Only the efficiency of delivering these materials has involved in the industrial distance education paradigm. **Deture (2004)** studied cognitive style and self-efficacy: predicting student success in online distance education found that learner success including the online technologies self-efficacy scores (OTSES) and cognitive style. However, it was found that there were poor predictors of student’s success in online courses. **Kirkpatrick (2005)** studied Quality Assurance in Open and

Distance learning. According to author a framework for managing ODL quality should address: General philosophy: Policy and mission statement, resources, culture of institute, attitudes and commitment of staff. **Allen et al. (2007)** made a study on literature of satisfaction found that learner satisfaction was chosen as a dependent variable because students who report higher levels of learner satisfaction often participate more, demonstrate greater learning gains and continued to enroll in online classes. **Jones (2010)** studied an examination of motivation model components in face-to-face and online instruction and found that Academic support and pastoral care is important for male and female online learners, to an extent that matches classroom Students. **Ojo (2010)** studied non-academic counseling in distance learner support, found that distance learners need various counseling services that will help them to be successful. Technically approached counseling will not only socio-psychological encumbrances, they will also foster personal development and the accomplishment of learning goals. **Val Hancock (2010)** studied Essential, desirable or optional? Making distance e-learning courses available to those without internet access, the author proposes an EDO framework, classifying activities as essential, desirable or optional. **Baxter (2012)** studied who am I and what keeps me going? Profiling the distance learning student in higher education and found that that some students need support to develop successful online interactions and relationships with fellow students. **Guri (2012)** studied Digital technologies in higher education and found that Digital technologies have overcome two traditional challenges of education by distance: the dynamic update of learning resources on an ongoing basis and the facilitation of new types of interaction between students and teachers. **Dewi (2013)** studied open and distance education systems: do they enhance graduates' soft skills? And found that open and distance education learning system is proven to have improved students' soft skills. This is made possible through implementation of a series of learning processes, i. e. self-regulating learning and tutorials. Several soft skill features among others, independence, self-confidence, creativity, ability to solve the problems, responsibility communication and time management were developed during their learning process. **Moore (2013)**, studied the theory of transactional distance and Open that when learners are in environments in which the target language is not used on a daily basis, these chances are limited. Additionally, language learners adapted to teacher-centered approaches may find distance courses mostly challenging due to the transactional distance, or the gap, between the learner and instructor. **Amani (2014)**, studied the reciprocal and correlative relationship between learning culture and online education and found that this study analyzed students and student-instructor interactions reflecting students' engagement in and benefits derived from open and online learning.

### **Justification of the Problem:**

This study is an attempt to examine the attitude of distant learners towards self-learning material and personal contact programme of distance education in relation to their achievement. If we take this study in the context of India, majority of people live in the rural areas and there are also gender differences in respect of literacy, therefore in India there is a great need of distance education considering the all-demographic factors and significant international knowledge, however research on distance education need careful attention with respect of different demographic factors. Now distance education becomes national demand and it requires

research that can provide insight to the specific population. The demand of distance education has increased drastically in the recent years. Keeping in view the growing demand of distance education and in order to project the unique delivery style of B. Ed programme in IGNOU the researchers decided to undertake the present study keeping in focus on self-instructional materials and personal contact programme.

### **Operational Definitions:**

- **Attitude:** A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action and responses to challenges, incentives and rewards.
- **Self-learning material:** Self learning materials are those which are easily understandable and through which the learners are self-guided, self-directed and self-motivating. The learning contents are presented in a systematic manner breaking the content into smaller parts for easy understanding of the learners.
- **Personal Contact Programme:** The meaning of personal contact programmes (PCPs) in open and distance teaching are different from the formal system of education. The use of 'contact' rather than 'teaching'; itself make a categorical distinction between the traditional classroom teaching and the PCPs. In this programme, learners come together to share their learning experiences for finding the solutions to academic problems and remove the barriers in their learning activities. Face to face interaction takes place both in and outside the classroom.

### **Objectives of the Study:**

- To study the level of attitude of distant learners towards self-learning material in distance education.
- To study the level of attitude of distant learners towards personal contact programme in distance education.
- To find out the difference between the attitude of male and female distant learners towards self-learning material in distance education.
- To find out the difference between the attitude of male and female distant learners towards personal contact programme in distance education.
- To find out the difference between the attitude of graduate and post graduate distant learners towards self-learning material in distance education.
- To find out the difference between the attitude of graduate and post graduate distant learners towards personal contact programme in distance education.

### **Hypotheses of the Study:**

- There is no significant difference between the attitude of male and female distant learners towards self-learning material in distance education.
- There is no significant difference between the attitude of male and female distant learners towards personal contact programme in distance education.
- There is no significant difference between the attitude of graduate and post graduate distant learners towards self-learning material in distance education.
- There is no significant difference between the attitude of graduate and post graduate distant learners towards personal contact programme in distance education.

### **Delimitation of the Study**

The study was conducted on 200 (male and female) distant learners from NDWCTE, Bhubaneswar and SCS (Auto) College, Puri, Indira Gandhi National Open University (IGNOU) Study Centre under RC Bhubaneswar.

### **Method of the Study:**

Research method involves systematic procedures starting from the initial identification of the problem of its absolute conclusion. Its role is to carry on the research work in a scientific and effective manner. Hence, descriptive survey method was followed to conduct this study.

### **Population:**

Population is defined as “a group of individuals with at least one common characteristic which distinguishes that group from other individuals.” The present study is conducted on the population of male and female distant learners of B. Ed programme from Indira Gandhi National Open University (IGNOU) Study Centers under IGNOU Regional Centre, Bhubaneswar.

### **Sample:**

Sampling is essential to all statistical methodology of behavioral and social research. Sample is the part of the plan of research. It has developed the status of technical job. The size of sample is an important condition for the representativeness. Only (200) distant learners were filling the scale complete in which 100 was male distant learners and 100 was female distant learner of B. Ed programme.

### **Tool for Data Collection:**

The researchers developed the attitude scale for the purpose of the collection of data on Self learning Material and Personal Contact Programme in Distance Education.

### **Administration of Tool:**

The researchers gave the instruction to the distance learners of Indira Gandhi National Open University (IGNOU) Study Centers like NDWCTE, Bhubaneswar and SCS (Auto) college, Puri under RC Bhubaneswar. The collection of the data for the purpose of gathering of information was relevant to the subject matter. The

information gathered from such investigation is original in nature and also gave special instructions regarding the way of information to be collected and schedules to be filled. The respondents filled up the questionnaires as per instruction.

### Data Analysis Procedures:

The researchers used the statistical techniques for describing, organizing and interpreting numerical data obtained through questionnaire. The statistical measures like mean, standard deviation and t-test have been used for analyzing the data.

### Discussion of Results:

1. To study the level of attitude of distant learners towards self-learning material in distance education.

**Table: 1**

Attitude	N	Real Mean	SD	Assumed Mean	df	't' value
SLM	200	92.24	12.08	75	199	20.18**

The value of real mean is 92.24 and value of assumed mean is 75 which shows that there is significant difference between real mean and assumed mean. The result revealed that the level of attitude of distant learners towards self-learning material is higher.

2. To study the level of attitude of distant learners towards Personal contact Programme in distance education.

**Table:2**

Attitude	N	Real Mean	SD	Assumed Mean	df	't' value
PCP	200	92.09	13.46	75	199	17.95**

The value of real mean 92.09 and the value of assumed mean 75 which shows that there is significant difference between real mean and assumed mean. The result revealed that the level of attitude of distant learners towards personal contact programme is higher.

3. To find out the difference between the attitudes of male and female distant learners towards self-learning material in distance education

**Table: 3**

Attitude (SLM)	N	Mean	SD	df	't' value
Male	100	95.06	11.78	198	3.39**
Female	100	89.42	11.78		

\*\*Significant at 0.01 level

Here, 't' value (3.39) is significant at 0.01 level which rejects the null hypothesis "There is no significant difference between the attitudes of male and female distant learners towards self-learning material in distance education." The result revealed that mean score of male is 95.06 and the mean score of female is 89.42 which shows that Male distant learners have more positive attitudes towards self-learning material as compared to female counter parts.

4. To find out the difference between the attitudes of male and female distant learners towards personal contact programme in distance education

**Table: 4**

Attitude (PCP)	N	Mean	SD	df	't' value
Male	100	94.00	11.01	198	2.02
Female	100	90.19	15.32		

\*Significant at 0.05 level

Here, 't' value (2.02) is significant at 0.05 levels, which rejects null hypothesis "There is no significant difference between the attitudes of male and female distant learners towards personal contact programme in distance education." The result revealed that the mean score of males is 94 and the mean score of females is 90.19 which shows that male distant learners have higher positive attitude towards personal contact programme as compared to female counter parts.

5. There is no significant difference between the attitudes of graduate and post graduate distant learners towards self-learning material in distance education

**Table: 5**

Attitude (SLM)	N	Mean	SD	df	't' value
Graduate	100	91.08	12.40	198	1.23
Post Graduate	100	93.27	11.74		

\*Not Significant at 0.05 or 0.01 levels

Here, t-value (1.23) is not significant at 0.05 or 0.01 levels which accepts the null hypothesis "There is no significant difference between the attitudes of graduate and post graduate distant learners towards self-learning material in distance education." The result revealed that mean Score of graduate distant learners is 91.08 and the mean score of post graduate distant learners is 93.27 towards self-learning material, which is clearly shown that there is no significant difference between the attitudes of graduate and post graduate distant learners toward self-learning material.

6. There is no significant difference between the attitudes of graduate and post graduate distant learners towards personal contact programme in distance education

**Table: 6**

Attitude (PCP)	N	Mean	SD	df	't' value
Graduate	100	91.03	11.97	198	1.12
Post Graduate	100	93.14	14.78		

\*Not Significant at 0.05 or 0.01 levels

Here, the 't' value (1.12) is not significant at 0.05 or 0.01 levels which accepts the null hypothesis "There is no significant difference between the attitudes of graduate and post graduate distant learners towards personal contact programme in distance education." The result revealed that mean score of graduate distant learners is 91.03 and the mean score of post graduate distant learners 93.14 towards personal contact programme, which is clearly shown that there is no significant difference among the attitude of graduate and post graduate distant learners toward personal contact programme.

### Findings of the Study:

- The finding revealed that the level of attitude of distant learners towards self-learning material was high and more positive.
- The finding revealed that the level of attitude of distant learners towards personal contact programme was high and more positive.
- There was significant difference between the attitude of male and female distant learners. The result shows that male distant learners have more positive attitude towards SLM as compared to female counterparts.
- There was significant difference between male and female distant learners' attitude towards PCP. Female distant learners have low attitude towards PCP as compared to male counterparts.
- There was no significant difference between attitude of graduate distant learners and undergraduate distant learners towards SLM.
- There was no significant difference between attitude towards PCP among graduate distant learners and undergraduate distant learners.

### Conclusion:

After analysis, interpretation and discussion of result the researchers came to the conclusion that the overall findings of the present research study indicate the importance of self-learning material (SLM) and personal contact programme (PCP) in distance education. The present study shows that male distant learners have more positive attitude in distance education as compared to female distant learners. The study further shows that graduate and undergraduate distant learners' results are also in the expected direction.



**References:**

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