

E-Learning Orientation of Post-Graduate Students in Regular and Distance Education Programs

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Abstract:

The present study was conducted to evaluate e-learning orientation of post-graduate students in regular and distance education programs. The main objective of the study was to compare the e-learning orientation of post-graduate students in regular and distance education programs. The investigator selected 180 post-graduate students in regular and distance education programs as sample through stratified random sampling technique (90 students of regular education programs and 90 students of distance education programs) from Lovely Professional University. E-Learning Orientation Scale developed and standardized by Dr.Saurabhi Chaturvedi, Dr. Santosh Dhar and Dr. Upinder Dharr was used for collection of data. For analysis and interpretations of result the investigator used t-test as statistical technique. Analysis of results shows as: (1)There exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs, (2) There exists significant difference in e-learning orientation of male and female students in regular education programs.(3)There exists no significant difference in e-learning orientation of male and female students in distance education programs.

Key words: E-Learning, Post-graduate Students, Regular Education, Distance Education and t-test

INTRODUCTION

E-learning is commonly referred to the intended use of networked information and communications technology in the process of teaching and learning. As the letter “e” in e-learning stands for the word “electronic”, e-learning incorporates all educational activities that are carried out by individuals or groups working synchronously or asynchronously via networked or computers and other electronic devices.

E-learning is the online delivery of information, communication, education, and training. The new trend of communication technology has also impacted e-learning in education including library and information science field. Today, library readers need the information quickly, at their desk, preferably in electronic format so that modification, re-use could be done easily and fast. In the library science profession, the aim is to make student an IT savvy and students need to be aware of the recent trends in IT.

Fry (2000) defines e-learning as “delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies.”

Naido (2006) explored the scope, trends & attributes of e-learning and the opportunities and affordance of e-learning. The study revealed that the e-learning in education is contributing a lot by developing e-learning modalities. It also revealed that despite high level of interest in e-learning, it is not without constraints and limitations. The fundamental obstacle to the growth of e-learning is lack of access to the necessary technology infrastructure, for without it there can be no e-learning. The study recommended that a continuous study to be carried out for understanding and systematizing e-learning.

Varis (2006) carried out a research on “e-learning and higher education” with the emphasis on the impact on virtual education. The research revealed that virtual learning in

Europe had mainly taken place within the national level. There was not much transnational collaboration.

Tripathy and Jeevan (2010) revealed the various steps required to be undertaken by an institution to venture into e-learning, especially in the context of a professional discipline like library and information science which has gained immense popularity in recent times. By taking reference service, it further illustrates how to design, develop and execute a functional e-learning course.

Down (2007) reported on accessible e-learning in higher education with the aim to raise awareness of disability and e-learning issues. The report revealed that many staff members responsible for creating learning content do not have general awareness of accessibility requirements and competence to address technical accessibility requirement. So, it was recommended in higher education, content learning experiences in higher education, content enveloper should include an accessibility policy on the project proposal, and to be aware of the content level of the knowledge.

Bhabal (2008) revealed that the E-learning skill helps the students entering into today's job market confidently and apply their professional and technological knowledge effectively and efficiently. The study was focused on the effectiveness and efficiency of e-learning in school library and their impact towards student's learning.

SIGNIFICANCE OF THE PROBLEM

E-learning is emerging as the new paradigm of modern education. As, the world is welcoming a new development and innovation in the technological and communication world, the mode of imparting education and knowledge through online is better than the conventional mode. Beginning as an evolution the internet has now become a part and parcel of the 21st century world. Everything and everyone is getting online and

those who are not going so are missing out on the immense power of this modern age wonder. The most attractive feature of e-learning is that it is student centered. The modern students prefer to study through exploring at their own and applying their own critical thinking .This is the mutual trait of both distance as well as regular students. Keeping into mind this the investigator is going to conduct the study on the e-learning orientation of post-graduate students in regular and distance education programs .This study will bring into light the orientation of e-learning on the students studying in both distance and conventional mode.

OPERATIONAL DEFINITIONS OF THE TERMS USED

E-Learning:

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning.

Post-graduate Students:

A postgraduate student is a student who is involved in studying for degrees or other qualifications for which bachelor's degree is required, and is normally considered to be part of higher education.

Regular Education:

Regular education is a field of education where the learner is required to be physically present in classes.

Distance Education:

Distance education is a field of education to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.

OBJECTIVES OF THE STUDY

1. To find out the difference in the e-learning orientation of post-graduate students in regular and distance education programs.
2. To find out the difference in the e-learning orientation of male and female post-graduate students in regular education programs.
3. To find out the difference in the e-learning orientation of male and female post-graduate students in distance education programs.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs.
2. There exists no significant difference in e-learning orientation of male and female students in regular education programs.
3. There exists no significant difference in e-learning orientation of male and female students in distance education programs.

RESEARCH METHOD

The present study has been conducted through Descriptive Survey Method. Descriptive survey method helps in explaining the phenomena in terms of conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are on-going, effects that are evident or trends that are developing.

SAMPLING

Sampling frame for the present study, 180 post graduate students are selected from Lovely Professional University Jalandhar district of Punjab which includes 90 students from Distance Education and 90 students from Regular Education Programmes by using stratified random sampling technique for sampling. For regular programmes, 45 are males and 45 females. From distance education, 45 are male students, 45 female students.

TOOLS USED

Tools are instruments that help the investigator to gather data. The selection of tool depends upon objectives and design of study and types of respondents one intends to cover. The investigator used the following tools in present study for collection of data.

1. *E-Learning Orientation Scale* by Dr.Saurabhi Chaturvedi, Dr. Santosh Dhar and Dr. Upinder Dhar

STATISTICAL TECHNIQUES USED

Statistical techniques are employed to get a precise and exact picture of the data. With the help of descriptive statistical techniques and the results become more accurate, quantified and comparable. For the present study following Statistical Techniques has been used:

- Mean
- standard deviation
- T-Test

RESULT ANALYSIS

Result pertaining to significant difference in e-learning orientation of post-graduate students in regular and distance education programs: To find out the significant difference in e-learning orientation of post-graduate students in regular and distance education programs was the first objective of the study. After applying scale, t-value was calculated and the results have been shown in following table no. 1.

Table No. 1 Showing t-ratio for mean scores of e-learning orientation of post-graduate students in regular and distance education programs

Category	N	M	S.D	SEd	Df	t-ratio	Remarks
Regular	90	165.17	15.27	1.89	178	1.50	Insignificant
Distance	90	168.02	9.54				

Table No. 1 shows that the mean of post-graduate students of regular education programs and regular education program is 165.17 and 168.02 respectively. SD of regular and distance education programs students came out to be 15.27 and 9.54 respectively. The t-ratio is 1.503 which is not significant at both levels of confidence i.e. 0.05 and 0.01 at Df = 178. Tabulated value of 't' at 0.05 level of confidence is 1.97 whereas t-tabulated at 0.01 level of confidence is 2.60. It means our calculated t-value is less than table value which signifies that there exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs. Therefore first hypothesis that signifies that there exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs is accepted.

Result pertaining to significant difference in e-learning orientation of male and female students in regular education programs.

To find out the significant difference in e-learning orientation of male and female students in regular education programs was the second objective of the study. After applying scale, t-value was calculated and the result have been shown in following table no. 2

Table No. 2 Showing t-ratio for mean scores of e-learning orientation of male and female students in regular education programs

Result of t-test on significant difference in e-learning orientation of male and female students in regular education programs

Regular	N	M	S.D	SEd	Df	t-ratio	Level of confidence	
Male	45	169.08	14.36	3.13	88	2.49	0.05	0.01
Female	45	161.29	15.29				Sig.	Insignificant

Table No. 2 shows that the mean of male and female students in regular education programs are 169.08 and 161.29 respectively. SD of Male and female students in regular education programs came out to be 14.36 and 15.29 respectively. The t-ratio is 2.49 which is significant at 0.05 level of significance whereas insignificant at 0.01 level of confidence at df = 88. ‘t’ tabulated at 0.05 level of confidence is 1.99 whereas t-tabulated at 0.01 level of confidence is 2.63. It means calculated t-value is greater than table value at 0.05 level of confidence i.e. 1.99 and less than at 0.01 level of confidence is 2.63. Which signifies that there exists no significant difference in e-learning orientation of male and female students in regular education programs. Therefore second hypothesis that signifies there exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs is rejected.

Result pertaining to significant difference in e-learning orientation of male and female students in distance education programs.

To find out the significant difference in e-learning orientation of male and female students in distance education programs was the third objective of the study. After applying scale, t-value was calculated and the result have been shown in following table no. 3.

Table No. 3 Showing t-ratio for mean scores of e-learning orientation of male and female students in distance education programs

Distance education programs	N	M	S.D	SEd	Df	t-ratio	Remarks
Male students	45	169.44	9.69	1.98	88	1.32	Insignificant
Female students	45	166.82	9.13				

Table 3 shows that the mean of male and female students in distance education programs are 169.44 and 166.82 respectively. SD of Male and female students in distance education programs came out to be 9.69 and 9.13. The t-ratio is 1.32 which is not significant at both levels of confidence i.e. 0.05 and 0.01 at df = 88. ‘t’ tabulated at 0.05 level of confidence is 1.99 whereas ‘t’ tabulated at 0.01 level of confidence is 2.63. It means calculated t-value is less than table value which signifies there exists no significant difference in e-learning orientation of male and female students in distance education programs. Therefore third hypothesis that signifies there exists no significant difference in e-learning orientation of male and female students in distance education programs is accepted.

CONCLUSIONS

From the results pertaining to the present study based on analysis and interpretation of data in the light of hypothesis

framed beforehand, the present study enlists the following conclusions:

1. There exists no significant difference in e-learning orientation of post-graduate students in regular and distance education programs
2. There exists significant difference in e-learning orientation of male and female students in regular education programs.
3. There exists no significant difference in e-learning orientation of male and female students in distance education programs.

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