

ATTITUDE TOWARDS MODERNIZATION AND E-LEARNING IN TWO STATES

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ABSTRACT: *The study presents the findings on analysis of correlation between the attitude of modernization and e-learning of teacher trainees of both Punjab and Rajasthan state. The study was conducted on a sample drawn from the B.Ed. colleges of Punjab and Rajasthan state. 600 teacher-trainees were selected randomly from both the states. The study revealed that there was a highly positive and significant correlation between the attitude of modernization and e-learning of teacher-trainees of both Punjab and Rajasthan states.*

INTRODUCTION

The teachers are the nation builders. Teachers trainers are going to serve the society and put an impact on the minds of young students. They are going to be the role model for their students, so the need was felt that the attitude towards e-learning of modern teacher trainees be studied present study is humble attempt to study the level of attitude towards e-learning in relation to the modernization of teachers trainees.

ATTITUDE TOWARDS MODERNIZATION AND E-LEARNING

An attitude is an emotional predisposition to react in a certain way towards a person, an object, an idea or a situation. Our first step to moving forward and achieve our education goals it is a necessity to develop a positive attitude towards the e-learning and modernization so that students can give best to the nation. If the proper attitude is developed in students towards e-learning and modernization it's very easy to act in the right direction and give the world the best kind of knowledge. **E-learning** is commonly referred to as online education e-education is the process or learning online, the delivery of learning via the assistance of electronic technology either offline or online. the delivery of content as electronic media including the internet, intranet, satellite board cast audio/video tapes, interactive T.V. and C.D. ROM, cell phone computer digital diaries etc. **Modernization** as a term in sociology is used to denote a complex process of social change from the traditional way of living and thinking. The root word modernization has come from the Latin word *Mudo* meaning modern. With the basic root meaning, social scientists have to develop their own concepts of modernization. Modernity is a question of outlook and not of date. Modernity is generally regarded as a process of changes. Change of traditional society based on science and technology. The social scientists tend to think of development as the process of modernization and they concentrate their attention primarily on the transformation of social institutions. Economists tend to equate modernization and development with economic growth. In short, it can be said that the process of development unlocks the doors to modernization. **Kosak et al (2004)** pointed out that faculty attitude towards on line instruction affects their willingness to teach online. **Krishan kumar and Rajesh (2011)** studies Attitude of teacher's of Higher education towards E-learning favorable attitude was revealed as the study outcome. There were differences in approach towards using E-learning between the teachers familiar with computers and technology compared to technologically novice teachers. **Menon (2012)** found no significant positive correlation between modernization and values also found significant impact of modernization of undergraduate students. **Gupta,Samee(2017)** study the attitude of graduate level students of Dehradun city towards modernization and found that there is no significant difference exist in the attitude of male and female graduate students of single family as well as combined family.

OBJECTIVES OF THE STUDY

To study the relationship of the attitude of modernization and e-learning of teacher-trainees of Rajasthan.
 To study the relationship of the attitude of modernization and e-learning of teacher-trainees of Punjab.

HYPOTHESES OF THE STUDY

There exists no significant relationship between the attitude of modernization and e-learning of teacher-trainees of Rajasthan.
 There exists no significant relationship between the attitude of modernization and e-learning of teacher- trainees of Punjab.

DELIMITATION OF THE STUDY

The study was delimited to 600 teacher-trainees of Punjab and Rajasthan state.

TOOLS USED

E-Learning attitude scale given by Vandana Mehra and Dr. Faranak Omidiam.

Modernization scale given by R.S. Singh ,A.N Tripathi and Ramjee lal.

RESEARCH METHODOLOGY

The study was conducted on a sample drawn from the B.Ed. colleges of Punjab and Rajasthan state. 600 teacher-trainees were selected randomly from both the states . Attitude towards e-learning was measured through a standardized scale developed by Vandana Mehra and Dr. Faranak Omidiam. The scale consists of 83 items in which 44 are positive and 39 are negative items. This scale has total 6 domains which are based on perceived usefulness, intention to adopt e- learning, Ease of e-learning use, technical and pedagogical support, e-learning stressors, pressure to use e-learning. For positive items, score of 5 was given for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. On the contrary for negative items, score of 1 was given for strongly agree, 2 for agree, 3 for strongly disagree, 4 for disagree and 5 for strongly disagree. The sum of all items forms the total score of the respondents. The Modernization Scale to measure the modernization, the scale constructed by R.S.Singh, A.N. Tripathi and Ramji Lal.It is self administrating inventory and can be administered individually or in a group. There are a total of 32 items in the Scale. All the 32 items are divided over 4 sub areas having 8 items in the each. Each sub-area consist of both types of items i.e. positive and negative statements. Likewise the scores to be awarded for different responses categories according to the type of statement are different. Scoring of the scale can be done either with the scoring template or with the help of the scoring table provided in the manual. Since the test measures attitude of modernity in four sub areas, two types of scores can be obtained namely. a) Area wise Modernization score with code letters A, B, C, D separately. b) Total score indication the overall Modernization score can be obtained by adding the scores of all the sub areas A, B, C, D.

ANALYSIS AND INTERPRETATION

HYPOTHESIS-I

There exists no significant relationship between the attitude of modernization and e-learning of teacher-trainees of Rajasthan.

To verify the above statement co-relation was found by Pearson product-moment method between the attitude of modernization and e-learning of teacher-trainees of Rajasthan.

TABLE-1
Showing co-efficient of co-relation between the attitude of modernization and e-learning of teacher-trainees of Rajasthan

Sr. No.	Variable	N	R	Level of Significant
1	Modernization	300	0.86	Significant at 0.05 & 0.01
2	E-Learning	300		

The table shows that the co-relation between modernization and e-learning scores of teacher-trainees of Rajasthan is 0.86 The "r" in order to be significant at 0.05 and 0.01 level should be 0.113 and 0.148 respectively. Since obtained r is greater than this, therefore it is significant. The obtained results hold the opinion that attitude of modernization and e-learning of teacher-trainees of Rajasthan co-relates significantly with each other.

Hence Hypothesis-1 that " There exists no significant relationship between the attitude of modernization and e-learning of teacher-trainees of Rajasthan." is not accepted.

Showing the co-relation between attitude of modernization and e-learning of teacher trainees of Rajasthan

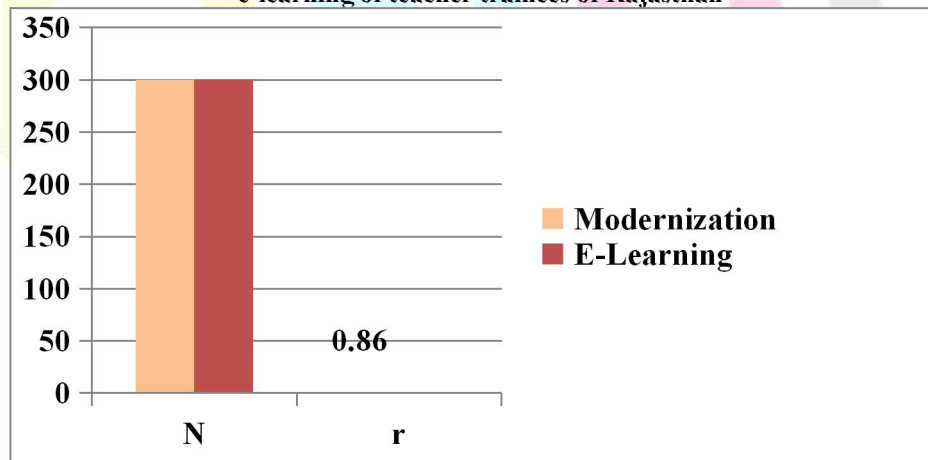


Fig. No. 1

HYPOTHESIS-II

There exists no significant relationship between the attitude of modernization and e-learning of teacher- trainees of Punjab.

To verify the above statement co-relation was found by person product moment method between attitude of modernization and e-learning of teacher-trainees of Punjab.

TABLE-2
Showing co-efficient of co-relation between the attitude of modernization and e-learning of teacher-trainees of Punjab

Sr. No.	Variable	N	R	Level of Significant
1	Modernization	300	0.99	Significant at 0.05 & 0.01
2	E-Learning	300		

The table shows that the co-relation between modernization and e-learning scores of teacher-trainees of Punjab is 0.99. The r is ordered to be significant at 0.05 and 0.01 level should be 0.113 and 0.148 respectively. Since obtained r is greater than this, therefore it is significant. The obtained result hold the opinion that the attitude of modernization and e-learning of teacher-trainees of Punjab co-relates significantly with each other. Hence Hypothesis-2 that " There exists no significant relationship between Attitude of Modernization and E-Learning of Punjab teacher trainees is not accepted."

Showing the co-relation between attitude of modernization and e-learning of teacher trainees of Punjab

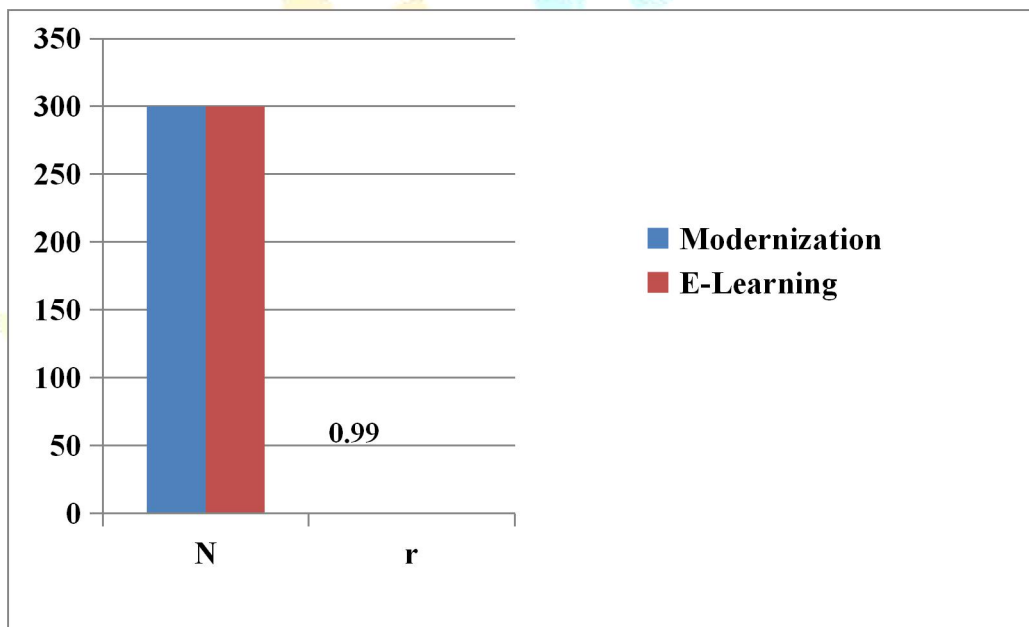


Fig. No. 2

MAIN FINDINGS

The coefficient of co-relation between the attitude of modernization and e-learning of teacher-trainees of Rajasthan co-relates significantly with each other.

The coefficient of correlation between the attitude of modernization and e-learning of teacher-trainees of Punjab co-relates significantly with each other .

CONCLUSION

Results showed that there was a highly positive and significant correlation between the attitude of modernization and e-learning of teacher-trainees of both Punjab and Rajasthan states.

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