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Research Paper

Learner's Attitude Towards Self Learning Material in Relation to Their Achievement in Distance Education

Education

KEYWORDS : Distance education (DE), Self Learning Material (SLM), Achievement, Indira Gandhi National Open University (IGNOU)

GHUFRANA FARHAT Research Scholar, Department of Education, Aligarh Muslim University, Aligarh (U.P.) India

ABSTRACT

Distance education (DE) plays significant role in the field of education. India is a big country. Its population is very high so it is very challenging to provide formal education to every people in the country. To fulfill the need of education, distance education proved very imperative. Advancement of new technologies, online tutorials, SLM makes distance education more and more flexible. In Distance education the course contents is completed by using print and non print media. The present study focuses on the attitudes towards Self Learning Material (SLM) of distant learners in distance education in relation to their achievement. To what extent SLM suitable and beneficent according to their attitudes in relation to their achievement with gender differences. The result of the study reveals that there is no significant relationship between attitude towards self learning material and achievement among distant learners. Data was collected from the students of distance IGNOU study Centre (AMU) Aligarh in the academic year 2011.

Introduction

"Distance education is indirect mode of instruction. It is introduce by technical media for example printed learning material, radio, television, computer, internet access audio aids, video aids, and learning aids".

"Education for all and equal" There is a need of education could be possible through distance mode of education. These kinds of attitude encouraging the growth and development of distance education in the country so there is a need to develop positive attitude towards self learning materials.

Indian education system is one of the largest in the world supporting a variety of courses at all levels: In India open and distance education system an effective and modern alternative system of education. "In India open and distance learning has proved to be an effective tool to impact education for disadvantaged groups to the neo-literature class of the society, to people living in remote areas and rural areas which could not avail them selves of conventional education. The ODL system succeeded through building a wide network of students support services and flexible admission criteria" (Sunil Kumar & Others, 2008). UGC, NCTE, DEC, IGNOU, NAAC etc. powers that be involved to improve the quality in Indian higher education system. For the development of distance education there is a need self directed learning. SLM is one of them and plays very significant role in distance education. SLM encourage distant learners to take on accountability for self learning there are conditions where there are different involvements of the learners thus the learners may live at a substantial distance from the institutions.

Self learning materials (SLM) are defined as leaning materials are designed in this style that it may be used by learners for self learning. Learning text is different from any other kind of teaching. "It is self directed learning" (Moore, 1977). It provides independence learning to the learners. SLM differ from textbooks and journal articles which are organized in terms of the subject matter rather than as aids to learning. Its include journals, newspapers, magazines and reference books. The experimental findings of the studies conducted in India and abroad Shah (1984), Agarwal (2000), reported that learning through the SLM is significantly better than that of traditional talk and chalk method.

REVIEW OF LITERATURE

Distance education is a flexible learning and best means of self learning it is used by the learners in most common way and become most common among the learners (McMoore, 1999, Ghalib Ahsan et al., 2006). There is found positive attitude towards distance education. It develops self study among students (Anil Kumar, 1999, Mujibul, 2007). (Bates, 1995) found that print based materials are the most important means of imparted of education. 80% learners used print study materials (Hemant and Dharmendar Singh, 2001). Many researchers studied on attitude of distant learners towards self learning materials, It is pointed out that learners face the difficulties in studying the printed materials are inadequate (Khan 1982, Meldon 1990). There is need of resources for the development of SLM and need of fund and expenditure for the SLM. (Keegan,1990). In general we can say that there is a need of support for development of self learning material (SLM). SLM should be good and cheaper so that learner can take benefit from it. Learner should be facilitated easily reach to learning materials. These studies reported the increase in the rate of dropout. There are different factors which effects on the progress of students which are unsatisfactory, study materials, lack of support, high tuition fees, quality of self instructional material, and lack of institutional support (Khan, 1982, Rekkdal, 1983).

Srivastava & Manjulika (1995) pointed out that the distance education grew five times faster than the conventional (formal) education in seventies and four times in eighties. Women had positive perception about and achievement motivation for pursuing higher education (Pandit and Vijaylakshmi 1994). Allen et al (2007), Puzziferro (2008) found that high level of self direction to succeed in online environment. On the other hand DeTure (2004) found that there were poor predictors of student's success in online courses.

Objectives of the study

The objectives of the study were as under.

Objective.1

To investigate the relationship between attitude towards self learning material and achievement among male distant learners.

Objective.2

To investigate the relationship between attitude towards self learning material and achievement among female distant learners.

METHODOLOGY

Population of the study consist the male and female distant learners from IGNOU Distance study Centre (AMU) Aligarh, U.P. Participant the statistical universe of this study consisted of 100 students(50 male and 50 female students) were selected of distant learners in 2011 academic years used simple random sample.

The self-constructed scale attitude towards self learning materials by the researcher. Questionnaire made up of 25 open-ended and Likert-type scale used to collect data for this study. In addition, with a five point scale: strongly agree (5), agree (4), undecided (3) disagree (2) and strongly disagree (1) were included. The attitude scale was administered to measure distant learners' attitude towards self learning materials use in

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distance teaching and learning in relation to their achievement. For the analysis of data of the study, the researcher used the statistical technique which is Pearson product moment correlation

Objective.1
To investigate the relationship between attitude towards self learning material and achievement among distant learners

Hypothesis .1
There is no significant relationship between attitude towards self learning material and achievement among distant learners.

Table 1: showing the relationship between attitude towards self learning material and achievement among distant learners.

Correlation between attitude towards self learning material (SLM) and achievement among distant learners	
Pearson correlation	.173
Significance (2-tailed)	.086

****Significant at 0.05 level.**

From the table (1) that the value of coefficient of correlation is (.173) is not significant at (0.05 level). Which conform the acceptation of null hypothesis "There is no significant relationship between attitude towards self learning material and achievement among distant learners." there is a positive correlation between attitudes towards self learning material among distant learners.

Objective.2
To investigate the relationship between attitude towards self learning material (SLM) and achievement among male distant learners.

Hypothesis .2
There is no significant relationship between attitude towards self learning material and achievement among male distant learners.

Table 2: showing the relationship between attitude towards self learning material and achievement among male distant learners.

Correlation between attitude towards self learning material (SLM) and achievement among male distant learners	
Pearson correlation	.015
Significance (2-tailed)	.918

****Significant at 0.05 level**

From the table (2) that the value of coefficient of correlation is (.015) is not significant. Which conform the acceptation of null hypothesis "There is no significant relationship between attitude towards self learning material and achievement among male distant learners". The result revealed that there is no relationship between the attitude towards self learning material and achievement among male distant learners.

Objective.3
To investigate the relationship between attitude towards self learning material (SLM) and achievement among female distant learners.

Hypothesis.3
There is no significant relationship between attitude towards self learning material and achievement among female distant learners.

Table 3: showing the relationship between attitude towards self learning material and achievement among female distant learners.

Correlation between attitude towards self learning material (SLM) and achievement among female distant learners	
Pearson correlation	-.055
Significance (2-tailed)	.704

****Significant at 0.05 level**

From the table (3) that the value of coefficient of correlation is (-.055) is no significant at (0.05 level). Which conform the acceptation of null hypothesis "There is no significant relationship between attitude towards self learning material and achievement among female distant learners". The result revealed that there is no relationship between the attitude towards self learning material and achievement among female distant learners.

Findings of the study

- There is no significant relationship between attitude towards self learning material and achievement among distant learners. Distant learners have positive attitude towards SLM but there is no correlation between attitude towards SLM and achievement among distant learners.
- There is no significant relationship between attitude towards self learning material and achievement among male distant learners. . Male distant learners have positive attitude towards SLM but there is no correlation between attitude towards SLM and achievement among male distant learners.
- There is no significant relationship between attitude towards self learning material and achievement among female distant learners. . Female distant learners have negative but positive attitude towards SLM, there is no correlation between attitude towards SLM and achievement among female distant learners.

CONCLUSION
After analysis and interpretation of data the researcher came to the conclusion that there is no correlation between attitude towards self learning materials and achievement .Due to the awareness of SLM in distance education both male and female distant learners have positive and good attitude towards self learning materials.

Suggestions

1. SLM should encourage working individually and independently.
2. SLM should help distant learners to complete any project work and assignments. "There is need of resources for the development of SLM and need of fund and expenditure for the SLM" (Keegan, 1990).
3. SLM should give more emphasis on self assessment.
4. SLM should develop awareness of whole structure of learning the subject matter.
5. The language used in SLM should be easy. SLM should be effective enough to prepare learners for examination. SLM should be qualitative.
6. SLM should encourage learners to take control of and initiate their own learning.

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