ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS E-LEARNING

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Introduction

Technology plays a large role in many aspects of day-to-day life, and education is no different. Technology is rapidly changing the way students learn and how instructors teach. Due to the rapid expansiveness of technology and its wide array of uses, the incorporation of technology in learning has become a viable and inexpensive option. Technology provides new possibilities for the creation of innovative effective environments of teaching and learning, by re-defining the educational frameworks and by deploying new learning facilities (Papadourakis et al., 2006). Moreover, the concept of lifelong, individualized learning engineered through online education is emerging as a major force in elementary, secondary, and higher education, as well as in professional training and development (Jones International University, 2002). Computer usage in schools has made many positive impacts and developments into learning (Paris, 2004). Kulik and Kulik (1991) reported significant achievement gains among students using computers compared to students in conventional settings; moreover Hong et A. (2001) revealed that e-learning is becoming progressively an integral part of the secondary school's curriculum learning process. E-learning is the new wave in learning strategy. Through innovative use of modern technology, e-learning not only revolutionizes education and makes it more accessible, it also brings formidable challenges for instructors and learners. E-learning environments increasingly serve as important infrastructural features of universities that enable teachers to provide students with different representations of knowledge and to enhance interaction between teachers and students, amongst student themselves.

E-Learning

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term e-learning.

The term c-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices.

E-learning signals a paradigm shift in education and its profound effect on education cannot be underestimated. Voogt and Knezek (2008) assert that e-learning is of strategic importance and is an effective method that should be blended into schools' learning mix. With technology evolving at such a rapid rate, it is imperative that teachers and students should be equipped with technical skills to manage e-learning environment. These skills are most effectively gained by learning with technology, rather than about technology (Broadley, 2012). Learning with technology not only requires technical skills, but users of technology should also have the desire to use technology as learning and teaching media.

The growth of e-learning is directly related to the increasing access to information and communications technology, as well its decreasing cost. The capacity of information and communications technology to support multimedia resource-based learning and teaching is also relevant to the growing interest in e-learning. Growing numbers of teachers are increasingly using information and communications technology to support their teaching. The contemporary student population (often called the "Net Generation", or "Millennials") who have grown up using information and communications technology also expect to see it being used in their educational experiences (Brown, 2000; Oblinger, 2003; Oblinger and Oblinger, 2005). Educational organizations too see advantages in making their programs accessible via a range of distributed locations, including oncampus, home and other community learning or resource centers.

Modalities of E-Learning

- **Individualized self-paced e-learning online** refers to situations where an individual learner is accessing learning resources such as a database or course content online via an Intranet or the Internet. A typical example of this is a learner studying alone or conducting some research on the Internet or a local network. Individualized self-paced e-learning offline refers to situations where an individual learner is using learning resources such as a database or a computer-assisted learning package offline (i.e., while not connected to an Intranet or the Internet). An example of this is a learner working alone off a hard drive, a CD or DVD.

- **Group-based e-learning synchronously** refers to situations where groups of learners are working together in real time via an Intranet or the Internet. It may include text-based conferencing, and one or two-way audio and videoconferencing. Examples of this include learners engaged in a real-time chat or an audio-videoconference. Group-based c-learning asynchronously refers to situations where groups of learners are working over an Intranet or the Internet where exchanges among participants occur with a time delay (i.e., not in real time). Typical examples of this kind of activity include on-line discussions via electronic mailing lists and text-based con ferencing within learning managements systems.

Rationale of the Study

E-learning implementation requires physical infrastructure, technical expertise and psychological readiness. E-learning platform can only be managed and used by people with some level of technical skills. In addition to teachers' ICT capacity, Broadley (2012) affirms that, teachers' perception and attitude towards e-learning play a critical role in c-learning implementation. However, for some

students, and teachers, e-learning is too easygoing and foreign, and a number of teachers feel that technology takes a lot of control off their hands (Mansour & Mupinga, 2007). It is therefore necessary to examine the users' technical capacity and their perception towards technology to ascertain levels of e-learning readiness.

Woodrow (1991) points out that monitoring teachers and students attitudes is significant for communal usage, acceptance and success. Even more, knowing exactly how teachers and students perceive e-learning and web based technologies "is an important first step" (Jamlan, 2004) before adoption. The present study, therefore attempted to explore the attitude of teachers towards e-learning.

Objectives
1. To study the attitude of secondary school teachers towards E-learning.
2. To study the significance of difference between attitude of secondary school teachers towards E-learning in relation to their teaching experience.
3. To study the significance of difference between attitude of secondary school teachers towards E-learning-in relation to their Internet usage.

Hypotheses
1. There exists no significant difference between attitude of secondary school teachers towards E-learning in relation to their teaching experience.
2. There exists no significant difference between attitude of secondary school teachers towards E-learning in relation to their Internet usage.

Methodology
The purpose of the present study was to study the attitude of secondary school teachers towards E-learning. To fulfill this purpose the descriptive survey method was used by investigator.

Sample
For the present study a sample of 80 secondary school teachers was drawn randomly from five secondary schools from Distt Kangra of H.P.

Tool Used
After due consultations and reviewing the recent literature a self prepared Likert-type Five Point attitude scale towards E-Learning was constructed and used by the researcher to know the attitude of secondary school teachers towards E-Learning. The scale had with 30 items of which 17 were positively and 13 were negatively worded.

Findings
1. 42% of the secondary school teachers had moderate attitude towards E-Learning. Only 38% of the secondary school teachers had positive attitude towards E-Learning.

2. Teaching experience was found to have a significant effect on the attitude of secondary school teachers. Teachers having upto 5 years were found to have significant positive attitude towards E-Learning when compared to those having teaching experience more than 5 years.

3. There was a significant difference between attitude of secondary school teachers in relation to their Internet usage. It was found that the secondary school teachers who use Internet had significant positive attitude towards E-learning.

Conclusion
Education in the digital world of today can actually make that meaningful shift by ensuring that if students do not learn the way they are taught, they can be taught the way they learn. This pedagogical shift, when integrated into educational software and appropriate technology, can make learning exciting and enjoyable

while securing successful learning outcomes in shorter time frames. Technology offers tremendous opportunities for increasing the effectiveness and efficiency of education in the future. Students, faculty, staff and administrators now use technology extensively in their daily activities and have become reasonably technologically literate. The trend of using e-learning as a learning and teaching tool is now rapidly expanding into education. Many educators and researchers had high hopes for E-Learning, believing that it would provide more access to information and communication, and would ultimately lead to a new revolution in education. Teachers are essential players in promoting quality education and no education reform is likely to succeed without the active participation and ownership of teachers. Teachers have to develop appropriate attitude as well as the competencies to be able to create a learning environment in which the learner designs and enhance the learning experiences. He/She must be able to incorporate E-learning with the traditional learning and competent enough in Web Based Teaching.

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