

A Study Of Attitude Towards Open And Distance Learning (Odl) Among Research Scholars Of Aligarh Muslim University In Respect To Their Gender, Community, And Locality.

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ABSTRACT

The contemporary study has been designed to ascertain the attitude of research scholar towards ODL with respect to their gender, community, and locality. For this purpose, a sample of 200 (100 male and 100 female) research scholar was randomly selected from various department of Aligarh Muslim University, U.P. Descriptive type of research design was employed for the present study. In order to obtain the obligatory data needed for the study Scale for Attitude towards Open and Distance Education was employed by the investigator. So as to find out the attitude among research scholar Mean, Standard Deviation (SD) and t-test statistical techniques were used by the investigator. As a result, a similar attitude towards ODL was found research scholar with respect to their gender and locality. In the case of research scholar belonging to Muslim and Non-Muslim community, a significant difference was found. That means both communities have a different attitude towards ODL and the research scholar belonging to the Non-Muslim community have more attitudes towards ODL as compared to research scholar belonging to the Muslim community.

Keywords: Attitude, Research Scholar, Open and Distance Learning (ODL), Aligarh Muslim University, Gender, Community and Locality.

INTRODUCTION

God is the creator of this world and human being is the best creation among all creatures in this world. The human being is distinct from other creatures because of their

well-developed brain. A congenial, comfortable and disciplined life helps to mold the brain properly. The process which brings out this change is what we call as Education. It brings a man from darkness to light. At the beginning of civilization, the human had molded his behaviour in accordance with the demand of their circumstances. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. It humanizes humanity and makes life progressive, cultured and civilized. It is through education that man develops reasoning and thinking, problem-solving ability, intelligence, creativity and aptitude, positive sentiments and skills. Good values and attitudes come out of education. Education brings a man from darkness to light. Through education, he is transformed into a human, social, moral and spiritual being.

Education brings about a change not only for a single person but also a society or an entire nation. Through Open and Distance Learning (ODL) people living in remote areas can pursue their education along with their occupation that's why Open University is called people's university. Through ODL, the disadvantaged groups were looking for an alternative education system. Working people, housemakers and others who wish to continue their education can go through ODL.

On March 20, 1728, there was an advertisement in the Boston Gazette by "Caleb Phillips", a teacher of the new method of short-hand. The statement of the advertisement was "persons in the country desirous to teach this Art, maybe having the several lessons sent weekly to them, be as perfectly, instructed as those that live in Boston,". By this advertisement, people had shown that communication via the mailing system can be used to spread education to the learners. It was no matter for exact time and distance or both. This type of education system which is open to all is called *Open and Distance Learning (ODL)* educational system.

To provide opportunities of higher education to all sections of the society and catering to the changing individual and social needs in India, the State Government of Andhra Pradesh for the first time established the "Andhra Pradesh Open University" on 26th August 1982 through APOU Act 1982. Later, it was renamed as Dr. B.R. Ambedkar Open University on 7th December 1991 by the govt. of Andhra Pradesh through APOU Act, 1992. On 20th September 1985, Indira Gandhi National Open University (IGNOU) was established by the Union Govt. we have also another 12 state open universities and 140 dual universities offering

programmers courses through the distance mode. Thus about 40% of universities in India are offering distance education (D.E.).

To maintain educational standards and strong coordination among all ODL institute, Distance Education Council (DEC), was set up in 1991 under section 16(7) read with section 5(2) of the IGNOU Act, 1985. Since then DEC, as an apex agency, was responsible for recognizing ODL institutions in India. It was mandatory for all institutions to seek prior approval of the DEC for all existing and programs offered through distance mode. From 4th May 2013, IGNOU through a notification repealed and deleted the statute that provisioned for the DEC. from this time UGC has become a regulatory authority for higher education through open and distance learning mode (ODL). As a result, instead of requiring DEC recognition, approval of UGC will be required now. The Open Universities which are already recognized by DEC are expected to follow the same guidelines as given by DEC.

REVIEW OF RELATED LITERATURE

George (2015) make an effort to measure the attitude of Women Learners towards Distance Education among 43 women distance learners of Indira Gandhi National Open University (IGNOU) and 77 women distance learners of Swami Vivekananda Subharti University (SVSU). The investigator used a purposive sampling method to collect data. It was found that women distance learners have a positive attitude towards distance learning and no significant difference was found between the overall attitudes of learners from both universities.

Ahmad and Zeba (2015) attempted a study on attitude towards distance education among graduate students to know the current attitude of graduate students about distance education They used the self-made tool on 200 graduate students of Lucknow district of Uttar Pradesh. The results revealed that there is no difference between male and female graduate students on attitude towards distance education. Some result is found in different branches of engineering students. They have a favourable attitude towards distance education. Religion has no role in attitude because Muslim and Hindu students also show a positive attitude.

Saroha (2014) conducted a study on the attitude of post-graduate and undergraduate students towards distance learning. A sample of 30 students enrolled in distance learning education in two universities located in Delhi was taken. 15 of these students were enrolled in postgraduate courses, while the remaining 15 were enrolled in various undergraduate courses.

Their attitude towards distance learning was assessed using an open-ended questionnaire designed with the express purpose of tapping into various viewpoints. Further, an assessment of gender differences was also made from among the selected sample.

SIGNIFICANCE OF THE STUDY

In India, students prefer the regular mode of education instead of distance mode. It is their psychological perception. But here in India, regular mode students are preferred in giving employment or job than distance mode students. therefore, students have a positive attitude to the choice of mode of study by preferring the regular mode of education for future concern. But this means is not it has no value in day to day life. Students prefer it for improving qualifications to those who want to improve the in-service education program. Although many national and international types of research show that regular and distance modes are equivalent to each other yet in our country regular mode is preferred and distance learners find it hard to get placement. Distance Education is used more as a means to enhance qualification by in-service professionals. However, the main purpose of this study is to assess the attitude of research scholars towards ODL with respect to their Gender, Community, and Locality.

OBJECTIVES OF THE STUDY

The study was designed to achieve the following objectives:

1. To find out the difference in the attitude of research scholars towards ODL with respect to their gender.
2. To find out the difference in the attitude of research scholars towards ODL with respect to their community.
3. To find out the difference in the attitude of research scholars towards ODL with respect to their locality.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the attitude of research scholars towards ODL with respect to their gender.

2. There will be no significant difference in the attitude of research scholars towards ODL with respect to their community.
3. There will be no significant difference in the attitude of research scholars towards ODL with respect to their Locality.

METHODOLOGY

Research Design

The descriptive research design was used by the investigator for the current study.

Population

The population of the present study was taken Muslim and Non-Muslim research scholars of Aligarh Muslim University.

Sample

A sample of 200 (100 Male and 100 female) research scholars of different age groups viz. 22 and above from various department of Aligarh Muslim University, U.P. was selected using simple random sampling techniques.

Tools

In order to obtain necessary information for the present study, the investigator has used only one tool i.e. *Scale for Attitude towards Open and Distance Education* developed by Dr. Vishal Sood, Assistant Professor (education) ICDEOL, Himachal Pradesh University, Summer Hills, Shimla (H.P.).

Statistical Techniques Used

The analysis of data was done by using the following statistical techniques i.e. Mean, Standard Deviation (SD) and t-test.

ANALYSIS AND INTERPRETATION OF DATA

Objective-1: To find out the difference in the attitude of research scholars towards ODL with respect to their gender.

To test the objective the null hypothesis H_{01} was formulated

Hypothesis-1: There will be no significant difference in the attitude of research scholars towards ODL with respect to their gender.

In order to validate the null hypothesis-1 first the mean score of Male and Female research scholars towards ODL was computed and “t” test was applied to find out the significant difference between these two groups. Table-1 shows the calculated “t” value-

Table-1
Showing the mean difference in attitude between male and female research scholars towards ODL

Variation	N	Mean	SD	Degree of Freedom	t-Value
Male	100	137.31	13.361	198	-1.463 ^{NS}
Female	100	140.51	15.388		

NS=not significant at any level of confidence (2 Tailed)

It was depicted from the table-1 that the calculated mean value of male researcher scholars towards ODL was 137.31 with its SD 13.361 and for female research scholars were 140.51 with its SD 15.388. “t” score was calculated by using these two mean scores and which is -1.463. The calculated value of “t” is not significant at any level of confidence. That means there is no significant difference in attitude between male and female research scholars towards ODL and the female research scholars shows slight higher attitude than male research scholar but this difference could not reach minimum significance level (0.05 level). This result was supported by the findings of Ahamad and Zeba (2015) who found that there is no difference in male and female graduate students on attitude towards distance education. A dissimilar study of these findings was conducted by Gogoi, Manashee, and Mukul (2009) who found a significant difference between male and female college students in attitude towards distance learning. Thus, the null hypothesis-1 **“There will be no significant difference in the attitude of research scholars towards ODL with respect to their gender”** is accepted.

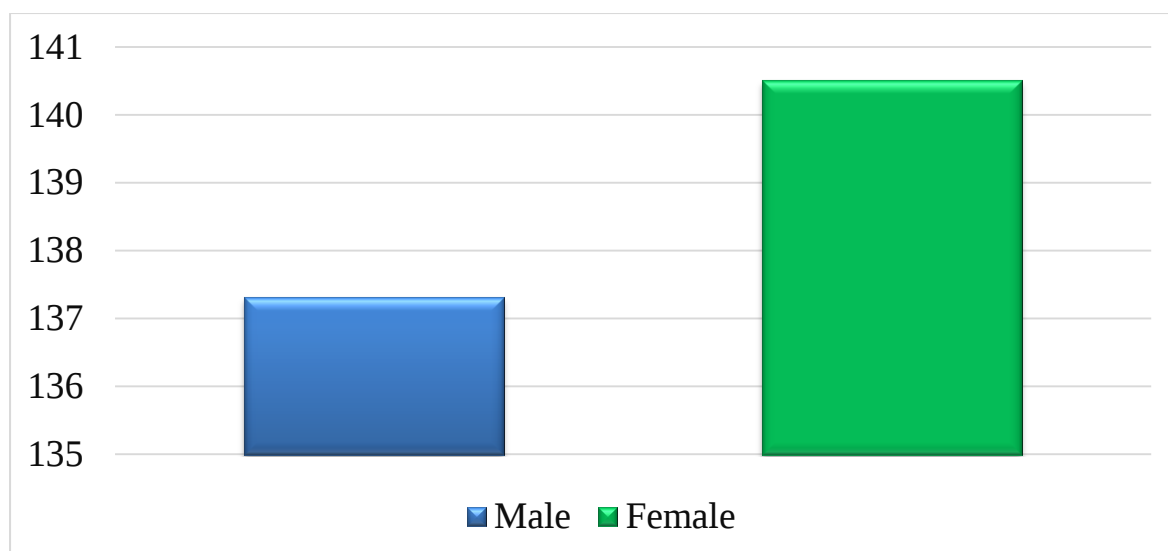


Figure-1: Showing the mean difference in attitude between male and female research scholars towards ODL.

Objective-2: To find out the difference in the attitude of research scholars towards ODL with respect to their community.

To test the objective the null hypothesis H_0 was formulated

Hypothesis-2: There will be no significant difference in the attitude of research scholars towards ODL with respect to their community.

In order to validate the null hypothesis-2 first the mean score of Muslim and Non-Muslim research scholars towards ODL was computed and “t” test was applied to find out the significant difference between these two groups. Table-2 shows the calculated “t” value-

Table-2
Showing the mean difference in the attitude between Muslim and Non-Muslim research scholars towards ODL.

Variation	N	Mean	SD	Degree of Freedom	t-Value
Muslim	117	136.90	14.074	198	-2.796**
Non-Muslim	83	143.84	12.361		

** Significant at 0.01 level of confidence (2 Tailed)

It was represented from the table-2 that the calculated mean value of Muslim researcher scholars towards ODL was 136.90 with its SD 14.074 and for Non-Muslim research scholars were 143.84 with its SD 12.361. “t” score was calculated by using these two mean scores and which is -2.796. The calculated value of “t” is significant at both level (0.01 & 0.05) of significance. That means there is a significant difference in the attitude between Muslim and Non-Muslim research scholars towards ODL. Thus, the null hypothesis-2 “There will be no significant difference in the attitude of research scholars towards ODL with respect to their gender” is rejected.

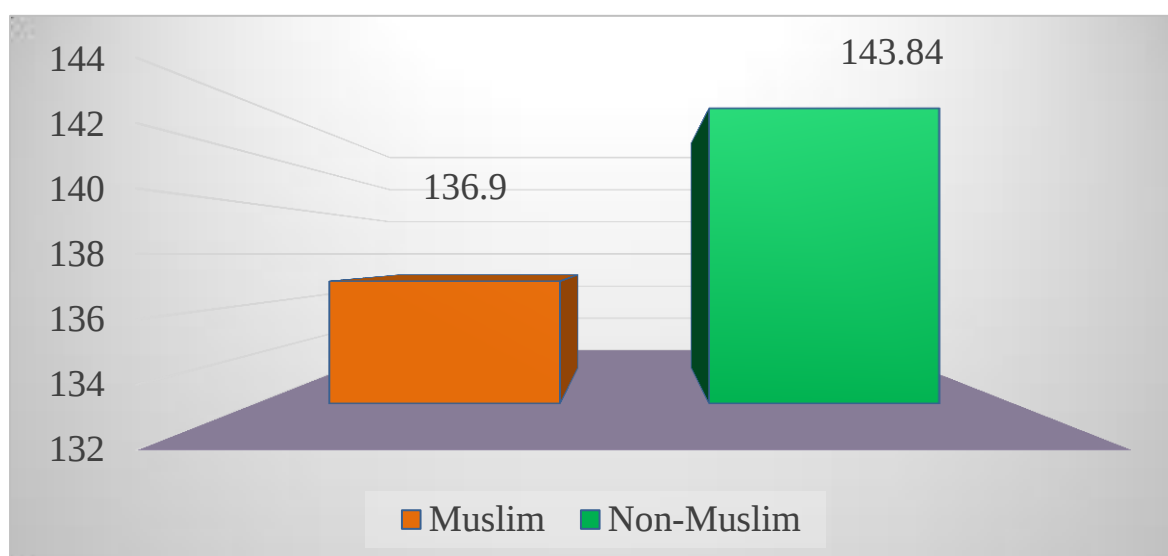


Figure-2: Showing the mean difference in the attitude between Muslim and Non-Muslim research scholars towards ODL.

Objective-3: To find out the difference in the attitude of research scholars towards ODL with respect to their Locality.

To test the objective the null hypothesis H_{02} was formulated

Hypothesis-3: There will be no significant difference in the attitude of research scholars towards ODL with respect to their Locality.

In order to validate the null hypothesis-3 first the mean score of Rural and Urban research scholars towards ODL was computed and “t” test was applied to find out the significant difference between these two groups. Table-3 shows the calculated “t” value-

Variation	N	Mean	SD	Degree of Freedom	t-Value
Rural	74	138.68	16.029	198	-0.352 ^{NS}
Urban	126	137.95	12.727		

NS= Not Significant at any level of confidence (2 Tailed)

It was signified from the table-3 that the calculated mean value of research scholars belonging to Rural areas towards ODL was 138.68 with its SD 16.029 and for research scholars belonging to Urban areas were 137.95 with its SD 12.727. “t” score was calculated by using these two mean scores and which is -0.352. The calculated value of “t” is not significant at any level of confidence (0.01 & 0.05 level). That means there is no significant difference in the attitude between research scholars belonging to Rural and Urban areas towards ODL. The research scholars who belong to rural areas show a slightly higher attitude towards ODL other than research scholars belonging to urban areas but this difference could not reach minimum significance level (0.05 level). This result was supported by the findings of Halder (2012) who found there is no significant difference between rural and urban students in attitude towards distance education. A dissimilar study of these findings was conducted by Gogoi, Manashee, and Mukul (2009) who found a significant difference between rural and urban college students in attitude towards distance learning. Thus, the null hypothesis-3“**There will be no significant difference in the attitude of research scholars towards ODL with respect to their Locality**” is rejected.

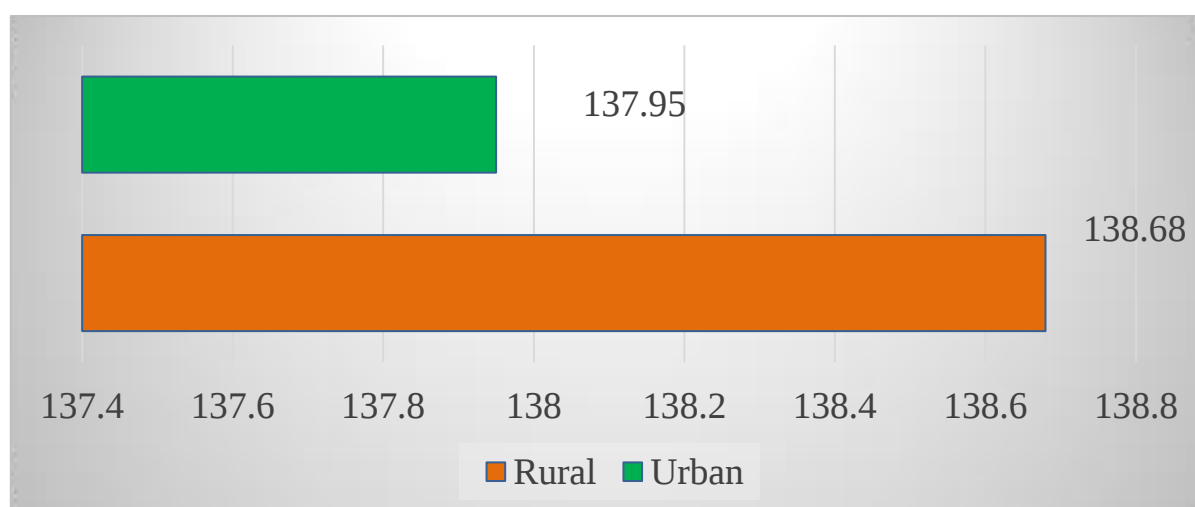


Figure-3: Showing the mean difference in the attitude between Rural and Urban research scholars towards ODL.

FINDINGS

1. The study explores that there is a similar attitude of male and female research scholar towards ODL.
2. In the case of research scholar belonging to Muslim and Non-Muslim community, a significant difference was found. That means both communities have a different attitude towards ODL and the research scholar belonging to the Non-Muslim community have more attitudes towards ODL as compared to research scholar belonging to the Muslim community.
3. The study also explores that there is a similar attitude of research scholar belonging to Rural and Urban areas.

IMPLICATIONS

1. People from a remote area can continue their education. They can fulfill their aims or goals. They can frame their life according to their demand comparing to a resident of the urban area.
2. Open Universities are called as people's University. People from backward areas can complete their desire from their home. Then they don't feel inferiority. By this Open and Distance Education (ODL) they can boost their confidence.
3. The result shows that the Non-Muslim community has a positive attitude as compared to the Muslim community. It will help to the Muslim community to see the positive progress in the educational life of the Non-Muslim community to change their attitude towards ODL. After all national progress will be benefited.

CONCLUSION

There was a time to learn education from formal agencies. But it is the modern era where he wants to learn from his room or from remote areas. It is the biggest achievement in education. A person can continue his education when he is on earning the position and can fulfill his desires. Education has aimed to all-round development that's why it brings a man from darkness to light. In this study, it was found that there is no significant difference among research scholars in Aligarh Muslim University regarding attitude towards ODL with respect to their gender and locality, whereas significance difference was found among Muslim and Non-Muslim research scholars in Aligarh Muslim University regarding attitude towards

ODL. Non-Muslim research scholar shows more attitude than Muslim research scholar. Thus, it is the responsibility of government and society to take possible steps to upgrade the attitude of Muslim research scholar towards ODL.

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