

# **STUDY ON DISTANCE EDUCATION A CRITICAL PATH TO CLOSE THE ACHIEVEMENT GAP**

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## **Abstract**

Research indicates that the instructional format itself has little effect on student achievement as long as the delivery technology is appropriate to the content being offered and all participants have access to the same technology. Attitude has defined as a mental or neural state of readiness organized through experience, exerting a directive influence upon the individual's response to all object and situation with which it is related. All the white collars jobs need at least a degree. The student those who cannot complete the course through regular system can use the distance education to meet the challenges of life. Education is a life-long process. A person will be satisfied after obtaining a placement the higher education for him is a dream only. Here distance education matters. Apart from, basic qualification, age, region, a person can fulfill his dream through distance education. Innovative technologies are the sum total of all the tools and techniques through which men have added leverage to the human effort. Teaching learning experiences are made effective through innovative technologies like EDUSAT, mobile learning, e-learning, teleconferencing and net, etc. nowadays. The next decade will see the advent of the period in which electronic machines become highly active in the intellectual activities of the world.

## **Introduction**

Distance education increasingly becomes a vital part of higher education. It can be an acceptable fact that it focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. While distance education may not be superior to or better than traditional face-to-face education, it is not worse than traditional education. It can be an acceptable alternative because it is just as good as traditional education (Shelia Tucker, 2001). Research results have consistently shown that with good instructional design there's no significant difference between distance learning and in-class learning. Attitude has defined as a mental or neural state of readiness organized through experience, exerting a directive influence upon the individual's response to all object and situation with which it is related.

## **Objectives**

1. To study the attitude of regular students and distant learners towards job opportunities with respect to sex (Male and Female).
2. To study the attitude regular students and distant learners towards promotion eligibility with respect to sex (Male and Female).
3. To study the attitude of regular students and distant learners towards using innovative technologies with respect to sex(Male and Female).
4. To study the attitude of regular students and distant learners towards higher education facilities with respect to sex (Male and Female).

## **Hypotheses**

1. There is no significant difference between the attitude of regular students and distant learners towards job opportunities with respect to sex(Female).
2. There is no significant difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex(Female).
3. There is no significant difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex(Female).
4. There is no significant difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex(Female).

5. There is no significant difference between the attitude of regular students and distant learners towards job opportunities with respect to sex(male).
6. There is no significant difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex (male).
7. There is no significant difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex (male).
8. There is no significant difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex (male).

### Methodology

Interview method and casual comparative method were used for the present study.

### Sample

A sample of 100 regular students and 70 distant learners were selected as a sample.

### Tools

The researcher developed a tool to measure the attitude of regular students and distant learners towards job opportunities, promotion eligibility and higher education facilities. The tool consists of five point scale with a maximum score of 200 and a minimum score of 40. It has 40 positive and negative statements.

### Analysis & Interpretation

**Hypothesis-1.** There is no significant difference between the attitude of regular students and distant learners towards job opportunities with respect to sex(Female).

**Table -1**  
**Difference between the attitude of regular students**  
**and distant learners towards job opportunities with respect to sex(Female).**

Variable	N	Mean	SD	t-value	df	A/R
Regular	61	41.34	5.83	2.04	90	A
Distant	31	43.74	4.16			

Table 1 shows that t value for difference between the attitude of regular students and distant learners towards job opportunities with respect to sex female is 2.04 and this value found to be not significant at 1% level of significance. Hence hypothesis 1 is accepted. This means distance education provides good job opportunities. The government is providing an equal educational and employment opportunities for the students of distance education.

**Hypothesis-2** There is no significant difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex(Female).

**Table-2**  
**Difference between the attitude of regular students and distant learners**  
**towards promotion eligibility with respect to sex(Female).**

Variable	N	Mean	SD	t-value	df	A/R
Regular	61	41.54	5.53	0.23	90	A
Distant	31	41.84	6.38			

Table 2 shows that t value for difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex female are 0.23 and this value found to be not significant at 1% level of significance. Hence hypothesis 2 is accepted.

**Hypothesis-3.** There is no significant difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex(Female).

**Table-3**

**Difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex(Female).**

Variable	N	Mean	SD	t- value	df	A/R
Regular	61	40.77	5.96	0.076	90	A
Distant	31	40.87	5.98			

Table 3 shows that t value for difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex female is 0.076 and this value found to be not significant at 1% level of significance. Hence hypothesis 3 is accepted. This means that female distant learners are available with whatever higher education they wished to study.

**Hypothesis-4** There is no significant difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex(Female).

**Table-4**

**Difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex(Female).**

Variable	N	Mean	SD	t-value	df	A/R
Regular	61	40.34	5.63	3.25	90	R
Distant	31	43.84	4.76			

Table 4 shows that t value for difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex female is 3.25 and this value found to be significant at 1% level of significance( 2.56). Hence hypothesis 4 is rejected. This shows that innovative technologies are not much introduced to the distant education students.

**Hypothesis-5** There is no significant difference between the attitude of regular students and distant learners towards job opportunities with respect to sex(male).

**Table-5**

**Difference between the attitude of regular students and distant learners towards job opportunities with respect to sex (male).**

Variable	N	Mean	SD	t- value	df	A/R
Regular	39	43.08	5.25	1.62	76	A
Distant	39	41.20	4.97			

Table 5 shows that t value for difference between the attitude of regular students and distant learners towards job opportunities with respect to sex male is 1.62 and this value found to be not significant at 1% level of significance. Hence hypothesis 5 is accepted. This means distance education provides variety of job opportunities to men also.

**Hypothesis-6** There is no significant difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex (male).

**Table-6**

**Difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex (male).**

Variable	N	Mean	SD	t- value	df	A/R
Regular	39	41.49	4.9	1.84	76	A
Distant	39	43.59	5.2			

Table 6 shows that t value for difference between the attitude of regular students and distant learners towards promotion eligibility with respect to sex male are 1.84 and this value found to be not significant at 1% level of significance. Hence hypothesis 6 is accepted.

**Hypothesis-7** There is no significant difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex (male).

**Table-7**  
**Difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex (male).**

Variable	N	Mean	SD	t-value	df	A/R
Regular	39	41.28	5.79	0.17	76	A
Distant	39	41.49	5.28			

Table 7 shows that t value for difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex male is 0.17 and this value found to be not significant at 1% level of significance. Hence hypothesis 7 is accepted. This means that male distant learners are also available with whatever higher education they wished to study.

**Hypothesis-8** There is no significant difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex (male).

**Table-8**  
**Difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex (male).**

Variable	N	Mean	SD	t-value	df	A/R
Regular	39	43.08	5.25	2.65	76	R
Distant	39	40.20	4.27			

Table 8 shows that t value for difference between the attitude of regular students and distant learners towards using innovative technologies with respect to sex male is 3.25 and this value found to be significant at 1% level of significance( 2.56). Hence hypothesis 8 is rejected. This shows that innovative technologies are not much introduced to the distant education students.

### Findings

1. There is no significant difference between the attitude of regular students and distant learners towards job opportunities with respect to sex.
2. There is no significant difference between the attitude regular students and distant learners towards promotion eligibility with respect to sex.
3. There is no significant difference between the attitude of regular students and distant learners towards higher education facilities with respect to sex.
4. There is a significant difference between regular system and distance education system towards using innovative technologies.

### Conclusion

The researcher realized that all the distant learners should be experienced the learning through new innovative technologies. These should be adapted to all the distance education study centers. So through distance education students are not prepared for a job but for a choice of jobs.

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