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OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

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OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

7.0 INTRODUCTION

Distance education (DE) is now a well-recognized mode of education. In a short time, DE methodology has attained a level where any type of knowledge or skill can be taught quite effectively through this mode. The distance mode of education has essentially grown out of mode communication technologies. Distance education through correspondence course, more on the lines of traditional graduate and post-graduate programmes, in arts, commerce and education started in the late 60s and early 70s. This was mainly in response to the needs of persons who were either employed or who could not attend regular day scholar programmes or could not get admission in universities and colleges.

There are two types of distance education institutions in this country—correspondence courses and the open universities. The correspondences courses have been in vogue in this country for a little more than three decades. They are a part of the conventional system and, by and large, they have tried only on the printed material. Very few correspondence institutions have made use of other media. With the establishment of open universities, there is going to be qualitative change in the situation because the media approach, and the multi-media approach, and the modern technologies have played an important role in them. In this article, we propose to examine the role played by the media in autonomous distance education, i.e, the open universities system. The main objective of the Open University is to provide wider access to education to a large number of people.

7.1 SUMMARY OF THE RESEARCH WORK

This study consists of two parts:-

(1) Construction and standardization of attitude scale and,
(1) Study of attitude of students in relation to sex of students, area and courses of students.

The attitude scale was constructed by the investigator on the basis of Likert Method of summated ratings.

The study of attitudes was around the following hypothesis.

(1) To construct an Attitude scale to measure attitudes of students of Gujarat towards distance education.

(2) To find out reliability and validity of the newly constructed Attitude scale.

(3) To measure attitudes of students of Gujarat towards distance education.

(4) To compare attitudes of students of different courses towards distance education.

The investigator had started to construct an Attitude scale for distant students keeping in mind, the above objectives. The investigator had taken the opinions from the various experts working in the field of distance education to select the different aspects and statements for the tool. The investigator had given a tool of 92 statements to the judge for the evaluation of the statements. 74 statements were selected for the pilot scale from the tool.

The pilot scale containing the statements was tried out on a very small group of students. It was administrated on the sample of students of IGNOU'S, Vallabh Vidhyanagar study centre.

The final scale items were selected with the help of 't' technique. The investigator had selected 39 statements for the final scale. Thus the final attitude scale was prepared of 39 statements. The final scale was administered on the sample of 1528 students of Open University in Gujarat.

The investigator had used the t - test and coefficient of co - relation as the statistical technique in this study.
7.2 GENERAL OBSERVATIONS

For the development of reliable and valid attitude scale systematic procedure had been adopted. The observations made during this process are noted as below.

(1) While administering the scale, it required a good deal of time, patience and perseverance on the part of scale administrators.

(2) The task of data collection was found much more time consuming and difficult. But the coordinators and the students of different study centres of open universities co-operated the investigator sincerely and warmly in his work of the collection of data.

(3) With the warm and sincere co-operation the investigator could administer an attitude scale to 1528 students of open universities in Gujarat and it was fully responded by them.

(4) The investigator received warm welcome from the coordinators of different study centres of open universities, students and teaching & non-teaching staff at the time of his visit.

Thus, this study provided the investigator valuable opportunities to observe and enjoy an open university climate.
7.3 CONCLUSIONS

The following are the conclusions of the study based upon the statistical treatments given to the data.

(1) Boys have more positive attitude than girls towards distance education.
(2) Urban students have more positive attitude than rural students towards distance education.
(3) Urban boys have more positive attitude than urban girls towards distance education.
(4) No difference in attitude of area and sex of students towards distance education.
(5) Urban boys have more positive attitude than rural boys towards distance education.
(6) No difference in attitude of area of students towards distance education.
(7) Urban boys have more positive attitude than rural girls towards distance education.
(8) No difference in attitude of area and sex of students towards distance education.
(9) No difference in attitude of courses of students towards distance education.
(10) CIC boys have more positive attitude than CIC girls towards distance education.
(11) No difference in attitude of sex of students towards distance education.
(12) No difference in attitude of courses of students towards distance education.
(13) DCA boys have more positive attitude than DCA girls towards distance education.
(14) No difference in attitude of sex of students towards distance education.
(15) B.A. students have more positive attitude than B.Com students towards distance education.
(16) B.A. girls have more positive attitude than B.A. boys towards distance education.
(17) No difference in attitude of sex of students towards distance education.
(18) No difference in attitude of courses of students towards distance education.
(19) No difference in attitude of sex of students towards distance education.
(20) MBA boys have more positive attitude than MBA girls towards distance education.
(21) No difference in attitude of courses and sex of students towards distance education.
(22) CFN girls have more positive attitude than CIC girls towards distance education.
(23) No difference in attitude of courses and sex of students towards distance education.
(24) CFN boys have more positive attitude than CIC girls towards distance education.
(25) B.Com boys have more positive attitude that B.A. boys towards distance education.
(26) No difference in attitude of courses of students towards distance education.
(27) B.Com girls have more positive attitude that B.A. boys towards distance education.
(28) No difference in attitude of courses and sex of students towards distance education.
(29) No difference in attitude of courses of students towards distance education.
(30) DDE girls have more positive attitude than DCA girls towards distance education.

(31) No difference in attitude of courses and sex of students towards distance education.

(32) DDE boys have more positive attitude than DCA girls towards distance education.

(33) No difference in attitude of courses of students towards distance education.

(34) No difference in attitude of courses of students towards distance education.

(35) No difference in attitude of courses and sex of students towards distance education.

(36) MBA boys have more positive attitude than MCA girls towards distance education.

(37) BAOU students have more positive attitude than IGNOU students towards distance education.
7.4 SUGGESTIONS TO OPEN UNIVERSITY

Suggestions from Students :-

Here are some steps which are not taken by Open University put forward by the students who have opted for distance education.

(1) Counselling sessions are not regularly held.
(2) Student support service is not available.
(3) Library facility is not available.
(4) Audio and Video Aids are not used during counselling session.
(5) Study Material is less motivating.

Suggestions to Open University by The Researcher:-

(1) Counselling sessions must be held regularly.
(2) Library facilities should be provided to students.
(3) Language of study material should be simple and lucid.
(4) Use of Audio and video Aids motivates interest to students' interests during counselling session.
(5) Student support service should be available and help be given to distant students for finding a job.
7.5. **SUGGESTIONS FOR THE FURTHER RESEARCH**

More intensive and valuable research work is desired by the research workers in the directions opened up by this investigation. A few related aspects are suggested for the further research.

1) Counselling sessions could be implemented regularly for all the courses.
2) Reference Books should be available for all courses.
3) Library facilities should be available for all courses.
4) Students support services should be available for getting jobs.

A few problems are suggested for further research.
1) A study of the attitude of students towards education in relation to their academic achievement.
2) A study of the attitude of students towards English in relation to their creative writing ability.
3) A study of the attitude of students towards science in relation to their creative thinking ability.
4) An Investigation into the attitude of students towards English in relation to their parents education.
5) An Investigation into the attitude of students towards Education in relation to their home environment.
6) To study the effect of counseling session on the attitude of distant students towards distance education.

These suggestions for further research work only mean that research on any subject has no end. Further research starts where the previous research stops.