



ISSN: 2249-894X
 IMPACT FACTOR : 5.7631 (UIF)
 UGC APPROVED JOURNAL NO. 48514
 VOLUME - 8 | ISSUE - 8 | MAY - 2019



“A COMPARATIVE STUDY OF ATTITUDE TOWARDS DISTANCE LEARNING AMONG KARNATAKA STATE OPEN UNIVERSITY (KSOU) AND INDIRA GANDHI NATIONAL OPEN UNIVERSITY’S DISTANCE LEARNERS”

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ABSTRACT:

Distance Learning has grown more and more popular by the day. It has led to a far-reaching impact on the education scene, specifically by broadening the horizon of opportunities. It was envisaged to be a boon for the students of far-flung and difficult-to-reach areas of the country where it was very difficult for the government to provide basic educational facilities especially for the college level. However,

the utility of distance learning has surely outgrown itself. It has proved to be beneficial not only for the students hailing from the far off places, but also to the students within a better reach of educational facilities, though lacking in time to benefit from them. The tremendous impetus, to the field of education which the distance mode of learning has provided, has resulted in its wide acceptance by the learning community.

The study was conducted in Bidar District of Karnataka State and data were collected from 50 distance learners of Indira Gandhi National Open University (IGNOU) Programme Centre HKE Society's Karnataka College of Education, Bidar and 50 distance learners of Karnataka state open university(KSOU) Study centre HKE Society's Karnataka Arts, Science and Commerce college Bidar . The Researcher used standardized tool developed by Kumar's Scale for measuring distance learner attitude towards distance education. The researcher used purposive sampling method. The comparative attitude level was measured in eight sub-areas of distance learning viz., general, admission procedure, self-learning material (SLM), multimedia, assignments, counseling, study centers, and evaluation system. The findings revealed that distance learners have positive attitude towards distance learning and no significant difference was found between the overall attitudes of learners from both universities. However, the IGNOU learners exhibited more favorable attitude than KSOU learners on four sub-areas of attitude towards distance learning namely admission procedure, assignments, counseling, and evaluation system with a significant difference only in assignments area ($P < 0.05$). The related implications for distance education are discussed.

KEYWORDS: Distance education, Attitude towards distance learners, Attitude, Etc.

INTRODUCTION:

Separation instruction is portrayed by a non-conventionalist and non-customary methodology, which,

in actuality, questions existing standards of conventional training and looks to give another direction to instructive procedures. It accept premises about the idea of discovering that are endlessly unique in relation to those overseeing the conventional arrangement of

training. In addition, it has its own persuasion register, which emerges out of its undertaking to beat the issues that are verifiable in conferring guidance to understudies who are at a separation from the instructor and additionally the establishment. This plainly

demonstrates separate instruction does not exist in a vacuum. It is truth be told, a result of certain socio-recorded impulses and mechanical development: it is a framework, which is immovably identified with social and social conditions. The most significant improvement in such manner is the headways made in the field of electronic broad communications. For example, innovative development opens up new channels of correspondence which, when put to utilize, can supplant the standard channel, for example oral correspondence.

CONCEPT OF DISTANCE EDUCATION

There is nobody significance of the term separate training. it is known by an assortment of names, viz. "Correspondence Education", "Home Study", "Autonomous examination", "Outside investigation", "Off-grounds Study", "Open Learning", "Open instruction" and so forth. In Australia, its official name is External framework. This depiction isn't particularly refreshing in light of the fact that it conveys vibes of old London outer framework which for the most part gives examination yet not instructing. This framework is predominant in India too. In certain nations, the expression "Correspondence Education" is broadly utilized. In any case, it has progressively been supplanted by the expression "Autonomous examination" in North America. "Home investigation" is now and again used to portray correspondence projects of tuition based schools in both North America and Europe. Numerous likewise hate this predominantly on the grounds that a portion of the correspondence organizations have just benefit thought process, especially the private ones. Presumably, some of them appreciate awesome notoriety, however a few of them are a long way from it. Further, a few correspondence organizations depend just on one medium, viz. the print material. The separation training today lays accentuation on print medium as well as on other media. In fact, multi-media approach is the corner stone of distance education systems.

Distance education has the following important characteristics:

- The semi lasting division of educator and student all through the length of the learning procedure; this recognizes it from traditional vis-à-vis instruction.
- The impact of an instructive association in both arranging and planning of learning materials and in the arrangement of understudy bolster benefits; this recognizes it from private examination and encourages yourself programs.
- The utilization of specialized media; print, sound, video, or PC, to join instructors and students and convey the substance of the course.
- The arrangement of two-way correspondence with the goal that the understudy may profit by or even starts a discourse; this recognizes it from different employments of innovation in training.
- The semi changeless nonappearance of a learning bunch all through the length of the learning procedure so individuals are normally instructed as people and not in gatherings, with the likelihood of periodic gatherings for both pedantic and socialization purposes.

SIGNIFICANCE OF STUDY

Ever since our country became independent in 1947, education has been given primary focus by our leaders, because of which education has progressed with leaps and bounds. The government as well as private business owners have invested a huge amount of money in this sector. Tremendous amount of research and development has been carried out in this field with the prime intent of advancing it in every possible way. A plethora of modes and channels of education have since been devised with huge success in achieving the chief objectives, namely, the expansion and spread of education. One of the forerunners in the domain of spreading education is the Distance Learning, or Distance Education. By "Distance Learning", it is meant that learning is provided in a manner so as not to let the factor of distance hinder the course of action and process of learning. This mode of spreading and promoting education serves the interests of the learners across the barriers of time and space. On one hand,

distance learning has defeated a number of barriers to free flow of knowledge; on the other hand, it has also lacked some of the most important features of a successful teaching learning process. Distance learning has also been subjected to disapproval from different quarters of academicians and educationists. As a result, distance mode of learning has resulted in a highly diversified spectrum of responses from people of different backgrounds. People are becoming increasingly aware of this mode of education and those directly involved in it nurtures different attitudes towards it. This paper tries to expound and grasp these very attitudes. It is important to comprehend these attitudes because it bears relevance to predict the extent to which the target individuals will choose to make use of this mode of learning as well as to understand the extent to which these people will engage in persuading others to use it. Hence, the present selected topic is very relevant to what extent the attitudes of distance learner towards distance education.

REVIEW OF RELATED LITERATURE

Volery & Lord, (2000) :-Argued that, the characteristics of the instructor are important factors that appear to influence students' perception of DL. The successful implementation of DL does not only rely on advanced technology – it also relies on the characteristics of the instructor. The success of the DL model is determined by the instructor's ability to cultivate and maintain a certain level of collaborative learning activities and initiatives. The instructor must also be a facilitator in DL, and this characteristic plays an important role in motivating and encouraging student learning.

Gagne & Shepherd, (2001) :-Claimed that, perception of the distance learning system in the instructional process is influenced by an individual's beliefs about the advantage of distance education, for himself, as a student, an employer (whose employees are also distant learning students), or as an educational planner, desirous of providing solutions to educational problems.

Marew(2002):- Open and Distance Learning as an educational method and a philosophical construct has been identified as the most potent instrument for combating the educational problems overwhelming notion like Ethiopia.

Saade & Bahli, (2005) :-the implementation of a DL system does not ensure a high-quality education. There are still many problems commonly related to technological factors, including issues of access, connection, internet familiarity, learning facilities, provision of support, actor's commitment, etc. Although the advancement of technology has overcome or minimized these obstacles, it seems that the problems have shifted to the learner's side when using a distance learning system. Learners may feel isolated and unmotivated. Hence, if distance learning is to overcome the many obstacles that students face, it is necessary to study the acceptance of DL from the students' perspective.

Halder &Udegbe (2012):- Revealed that there was no significant difference between attitudes of distance learners with background variables. , where as other studies found there were significant difference between attitude towards distance learning with background variables.

Hence, in the light of above, literature the investigator felt that it is very essential to study the attitudes of distance learners towards distance Education; the following is entitled of the research.

Title of the problem:-"A Comparative study of attitude towards Distance learning among Karnataka State Open University (KSOU) and Indira Gandhi National Open University's Distance learner"

Operational definitions of the term used.

Attitude:-Attitude is defined as the mental disposition of an individual in response to few phenomenon and events.

Distance education. Education or training courses delivered to remote (off campus) sites via audio, video (live or prerecorded), or computer technologies, including both synchronous (i.e., simultaneous) and asynchronous (i.e., not simultaneous instruction) (Distance Education, 2003).

Distance learning:- The intended instructional outcome, i.e., learning that takes place at a distance (Willis, 1993).

Distance learner:-Those who are pursuing their Education under distance mode of Education is called Distance learner.

KSOU:-Karnataka State Open University.(State Government)

IGNOU:-Indira Gandhi Open University.(Central Government)

OBJECTIVES OF STUDY:-

1. To study the significant differences exists in General attitude towards the Distance Education among KSOU &IGNOU Universities Distance learner.
2. To study the significant differences exists in attitude towards Admission procedures in Distance Education among KSOU &IGNOU Universities Distance learner.
3. To study the significant differences exists in attitude towards Self-learning material of Distance Education among KSOU &IGNOU Universities Distance learner.
4. To study the significant differences exists in attitude towards Use of Multimedia in Distance Education among KSOU &IGNOU Universities Distance learner.
5. To study the significant differences exists in attitude towards Assignments in Distance Education among KSOU &IGNOU Universities Distance learner.
6. To study the significant differences exists in attitude towards mode of counseling classes in Distance Education among KSOU &IGNOU Universities Distance learner.
7. To study the significant differences exists in attitude towards Study centers of Distance Education among KSOU &IGNOU Universities Distance learner.
8. To study the significant differences exists in attitude towards Mode of evaluation system in Distance Education among KSOU &IGNOU Universities Distance learner.
9. To study the significant differences exists overall attitude towards Distance Education among KSOU &IGNOU Universities Distance learner

HYPOTHESIS OF THE STUDY

1. There is no significant differences exist in General attitude towards the Distance Education among KSOU &IGNOU Universities Distance learner.
2. There is no significant differences exist in attitude towards Admission procedures in Distance Education among KSOU &IGNOU Universities Distance learner.
3. There is no significant differences exist in attitude towards Self-learning material of Distance Education among KSOU &IGNOU Universities Distance learner.
4. There is no significant differences exist in attitude towards Use of Multimedia in Distance Education among KSOU &IGNOU Universities Distance learner.
5. There is no significant differences exist in attitude towards Assignments in Distance Education among KSOU &IGNOU Universities Distance learner.
6. There is no significant differences exist in attitude towards mode of counseling classes in Distance Education among KSOU &IGNOU Universities Distance learner.
7. There is no significant differences exist in attitude towards Study centers of Distance Education among KSOU &IGNOU Universities Distance learner.
8. There is no significant differences exist in attitude towards Mode of evaluation system in Distance Education among KSOU &IGNOU Universities Distance learner.
9. There is no significant differences exist in overall attitude towards Distance Education among KSOU &IGNOU Universities Distance learner.

Method of study;-The investigator used the descriptive survey method.

Sample selection:- Purposive sampling techniques used. The total sample selection for the study is 100-distance learners (50 distance learners from IGNOU and 50 distance learners from KSOU) .The sample drawn from HKE Society's Karnataka Arts Science and commerce college and Karnataka college of Education Bidar, State Karnataka.

Tools used :-Attitude scale developed by Kumar (1999) was used which consists of 70 statements (30 positive statements and 40 negative) on 8 sub-areas of distance education viz., general, admission procedures, self instructional material (SLM), multimedia instruction, assignments, counseling sessions, study centers and evaluation system

Data collection procedure:-The printed copies of Attitude scale towards Distance education were given to the distance learner of both university ie. KSOU and IGNOU, and instruction given to distance learner how go through scale and after stipulated time is over response sheets collected.

Scoring procedure:- The scale was administered on five point continuum viz., strongly agree, agree undecided, disagree and strongly disagree with a scoring of 5,4,3,2 and 1 for positive statements and 1,2,3,4 and 5 for negative statements, respectively with a total score range of 70 to 350.

Statistical technique:- For analysis and interpretation of data mean, standard deviation, 't' test were used.

ANALYSIS AND INTERPRETATION OF DATA

Table no1 Mean, SD and't' values of General Attitude towards distance education among KSOU and IGNOU distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	General	KSOU	50	28.76	7.09	0.50 N.Sign
2		IGNOU	50	29.50	7.55	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 1. That the KSOU distance learner were 50 and mean score of the same is 28.76, and the IGNOU distance learner 50 and mean score of the same is 29.50. Score of Standard Deviation for KSOU and IGNOU distance learner were 7.09 and 7.55 respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 0.50, which is less than the table value. Thus, examining the significance of acquired results it is known that the acquired result is significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in General Attitude towards Distance education among KSOU and IGNOU Distance learner "General" attitude towards distance learning. Hence, null hypothesis no 1 is accepted.

Table no 2 Mean, SD and 't' values Attitude towards "Admission procedure" in Distance education among KSOU and IGNOU Distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Admission procedure	KSOU	50	18.88	6.78	2.63 Sign
2		IGNOU	50	22.65	7.58	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 2. That the KSOU distance learner were 50 and mean score of the same is **18.88**, and the IGNOU distance learner 50 and mean score of the same is **22.65**. Score of Standard Deviation for KSOU and IGNOU distance learner were **6.78** and **7.58** respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 2.63, which is higher than the table value. Thus, examining the significance of acquired results it is known that the acquired result is significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "**Admission procedure**" in Distance education among KSOU and IGNOU Distance learner Hence, null hypothesis no 2 is rejected and alternative hypothesis is accepted.

Table no 3 Mean, SD and 't' values Attitude towards "Self instructional material (print) " in Distance education among KSOU and IGNOU Distance learner

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Self instructional material (print)	KSOU	50	34.86	8.01	0.08 N.Sign
2		IGNOU	50	35.99	8.11	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 3. That the KSOU distance learner were 50 and mean score of the same is 34.86, and the IGNOU distance learner 50 and mean score of the same is 35.99. Score of Standard Deviation for KSOU and IGNOU distance learner were **8.01** and 8.11 respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 0.08, which is less than the table value. Thus, examining the significance of acquired results it is known that the acquired result is not significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "**Self instructional material (print) "** in Distance education among KSOU and IGNOU Distance learner "General' attitude towards distance learning. Hence, null hypothesis no 3 is accepted.

Table no 4 Mean, SD and 't' values Attitude towards "Multi-media instruction" in Distance education among KSOU and IGNOU Distance learner

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Multi-media instruction	KSOU	50	36.89	7.07	0.61 N.Sign
2		IGNOU	50	37.80	7.89	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 4. That the KSOU distance learner were 50 and mean score of the same is 36.89, and the IGNOU distance learner 50 and mean score of the same is 37.80. Score of Standard Deviation for KSOU and IGNOU distance learner were 7.07 and 7.89 respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 0.61, which is less than the table value. Thus, examining the significance of acquired results it is known that the acquired result is not significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "**Multi-media instruction**" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 4 is accepted.

Table no 5 Mean, SD and 't' values Attitude towards "Assignments" in Distance education among KSOU and IGNOU Distance learner

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Assignments	KSOU	50	37.65	6.99	4.19 Sig
2		IGNOU	50	43.78	7.66	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 5. That the KSOU distance learner were 50 and mean score of the same is 37.65, and the IGNOU distance learner 50 and mean score of the same is 43.78. Score of Standard Deviation for KSOU and IGNOU distance learner were 6.99 and 7.66 respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 4.19, which is higher than the table value. Thus, examining the significance of acquired results it is known that the acquired result is significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "**Assignments**" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 5 is rejected and alternative hypothesis is accepted.

Table no 6 Mean, SD and 't' values Attitude towards "Counseling sessions" in Distance education among KSOU and IGNOU Distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Counseling sessions	KSOU	50	37.54	7.34	2.82 Sign
2		IGNOU	50	41.66	7.65	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 6. That the KSOU distance learner were 50 and mean score of the same is 37.54, and the IGNOU distance learner 50 and mean score of the same is 41.66. Score of Standard Deviation for KSOU and IGNOU distance learner were 7.34 and 7.65 respectively. To test the significance of correlated mean difference, t-value is calculated.. T-value is 2.82, which is higher than the table value. Thus, examining the significance of acquired results it is known that the acquired result is significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "Counseling sessions" in Distance education among KSOU and IGNOU Distance learner . Hence, null hypothesis no 6 is rejected and alternative hypothesis is accepted

Table no 7 Mean, SD and 't' values Attitude towards "Study centers" in Distance education among KSOU and IGNOU Distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Study centres	KSOU	50	37.88	7.70	0.51 N.Sign
2		IGNOU	50	38.67	7.54	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 7. That the KSOU distance learner were 50 and mean score of the same is 37.88, and the IGNOU distance learner 50 and mean score of the same is 38.67. Score of Standard Deviation for KSOU and IGNOU distance learner were 7.70 and 7.54 respectively. To test the significance of correlated mean difference, t-value is calculated.. T-value is 0.51, which is less than the table value. Thus, examining the significance of acquired results it is known that the acquired result is not significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "Study centers" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 7 is accepted.

Table no 8 Mean, SD and 't' values Attitude towards "Evaluation systems" n Distance education among KSOU and IGNOU Distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Evaluation systems	KSOU	50	36.08	7.06	3.53 Sign
2		IGNOU	50	41.34	7.87	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 8. That the KSOU distance learner were 50 and mean score of the same is 36.08, and the IGNOU distance learner 50 and mean score of the same is 41.34 .Score of Standard Deviation for KSOU and IGNOU distance learner were 7.06 and 7.87 respectively. To test the significance of correlated mean difference, t-value is calculated.. T-value is 3.53, which is high than the table value. Thus, examining the significance of acquired results it is known that the acquired result is significant at 0.05 levels. Thus, the null hypothesis there is significant difference exist in Attitude towards "Evaluation systems" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 8 is rejected and alternative hypothesis is accepted.

Table no 9 Mean, SD and 't' values Overall Attitude towards "Distance education" among KSOU and IGNOU Distance learner.

Sl.no	Dimension	Group	N	Mean	SD	' t' ratio
1	Over all	KSOU	50	268.54	58.04	1.90
2		IGNOU	50	291.39	61.85	

Df 98 at 0.05 level of significance table 't' value 1.98

It is observed from the above table no's 9. That the KSOU distance learner were 50 and mean score of the same is 268.54, and the IGNOU distance learner 50 and mean score of the same is 281.39. Score of Standard Deviation for KSOU and IGNOU distance learner were 58.04 and 61.85 respectively. To test the significance of correlated mean difference, t-value is calculated. T-value is 1.90, which is less than the table value. Thus, examining the significance of acquired results it is known that the acquired result is not significant at 0.05 levels. Thus, the null hypothesis there is no significant difference exist in overall Attitude towards Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 9 is accepted.

FINDINGS

Following are research findings of the study

1. There is no significant difference exist in General Attitude towards Distance education among KSOU and IGNOU Distance learner "General" attitude towards distance learning. Hence, null hypothesis no 1 is accepted.
2. There is significant difference exist in Attitude towards "Admission procedure" in Distance education among KSOU and IGNOU Distance learner "General" attitude towards distance learning. Hence, null hypothesis no 2 is **rejected** and alternative hypothesis is accepted.
3. There is no significant difference exist in Attitude towards "Self instructional material (print)" in Distance education among KSOU and IGNOU Distance learner "General" attitude towards distance learning. Hence, null hypothesis no 3 is accepted.
4. There is significant difference exist in Attitude towards "Multi-media instruction" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 4 is accepted.
5. There is significant difference exist in Attitude towards "Assignments" in Distance education among KSOU and IGNOU Distance learner "General" attitude towards distance learning. Hence, null hypothesis no 5 is **rejected** and alternative hypothesis is accepted.
6. There is significant difference exist in Attitude towards "Counseling sessions" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 6 is **rejected** and alternative hypothesis is accepted.
7. There is significant difference exist in Attitude towards "Study centers" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 7 is accepted.
8. There is significant difference exist in Attitude towards "Evaluation systems" in Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 8 is **rejected** and alternative hypothesis is accepted.
9. There is no significant difference exist in overall Attitude towards Distance education among KSOU and IGNOU Distance learner. Hence, null hypothesis no 9 is accepted.

CONCLUSION

From the above finding , The attitude towards distance education with reference dimension wise is concerned it clearly indicate that there is no significant differences of attitude towards "General", Self instructional material (print) " , "Multi-media instruction", and "Study centers" in Distance Education among KSOU and IGNOU Distance learner were found. But, there is significant difference exist in Attitude towards "Admission procedure", "Assignments", "Counseling sessions" and "Evaluation systems" in Distance Education among KSOU and IGNOU Distance Learner. IGNOU distance learner more favourable attitude than KSOU distance learner does. And also there is no significant

difference exist in overall Attitude towards Distance education among KSOU and IGNOU Distance learner.

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