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ASSESSMENT OF E-LEARNING READINESS AMONG ADOLESCENTS IN RELATION TO SELF REGULATION

ABSTRACT

This paper aims to explore the assessment of e-learning readiness among adolescents in relation to self-regulation of school students. This paper compares the e-learning readiness and self-regulation among adolescents (boys and girls). The sample of the study comprised of 200 students selected randomly from the govt.sr.sec.schools of Haryana. E-learning Readiness Self-assessment tool (Ryan Watkins, Doug Leigh and Don Triner (2004) and Self-regulation questionnaire (Brown, Miller & Lawendowski, 1999) were used to collect the data. The finding of the study revealed a significant negative relationship between total e-learning readiness and self-regulation ($r=-0.07$) of adolescents boys of senior secondary schools. A study also revealed a significant positive relationship was between e-learning readiness and self-regulation ($r=0.31$) of adolescents girls.

KEYWORDS e-learning readiness, Self-regulation, Adolescents, Correlation.

INTRODUCTION

Nowadays, for teachers there is a big challenge to impart quality education with the help of which students can seek better competitive skills and can progress with a healthy lifestyle. With the use of technology the concept of traditional education has changed completely. Now we can access to quality education whenever and wherever we want in terms of e-learning readiness. As we know that 21st century is the era of online education. Today technology has become an integral part of society because of this pressure is exerted upon educational institutions and on teachers to respond to the innovation and change. Implementation of e-learning has become an important factor for progress/success of students. Implementation of technology in classrooms to get education in a simple term can be defined as “e-learning”. According to Rushly (1998), “In today’s scenario, with the introduction of SMART classes, a stressful condition has been created in the Indian classrooms where the teachers are in the stress to use technology, this results in a sense of low computer self-efficacy among them”. To make use of e-

learning and technical instruments is quite difficult with a low self efficacy. **Law of readiness** which was given by Thorndike as a law of learning suggests that need to be mentally prepared and ready is essential for implementation of change. According to Richy (2008) “ to accept e-learning in classes, there comes an urgent need to assess the thinking styles of the teachers as well as students, as how they react to the daily life situations, i.e. they become steadfast in adapting to newer educational technologies or, they blame their failures to the fate as a defence mechanism”.

Self-regulation is a new approach of learning in classroom situation for academic performance. Self-regulation is an integral approach for learning constructivist behavior. According to Zimmerman (1984) “ A common set of self-regulation strategies exists, as well as an *individual* set of skills that each student must develop personally to be successful in school and life, these self-regulation skills can be taught, learned, and controlled”. Self-regulated learning is used to explain the term metacognition, strategic action and intrinsic motivation. In metacognition process self-regulation can monitor, evaluate and can set goals for learners. In intrinsic motivation process, self-regulated learner is interested in hard working and in self efficacy. The finding of research shows that the group of students with high-level centrality and low-level self-regulation progresses in learning more significantly than other group. And also it shows that the group also has the highest number of students asking for help, revealing they have the highest system utilization rate.

OBJECTIVES OF THE STUDY

1. To study e-learning readiness of adolescents with respect to self-regulation.
2. To study the relationship between e-learning readiness and self-regulation.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between e-learning readiness and self-regulation of boys (adolescents of senior secondary school).
2. There is no significant relationship between e-learning readiness and self-regulation of girls (adolescents of senior secondary school).

DELIMITATIONS OF THE STUDY

1. The study is delimited to adolescents students of govt. sr.sec.school of kurukshetra district (Haryana) only.
2. The study is delimited in terms of variables e-learning readiness and self-regulation.

METHODOLOGY

For the present study descriptive method of research was used. Survey method was employed for this descriptive research.

SAMPLE

Total 200 students were selected by random sampling method from govt. sr.sec.schools of kurukshetra district (Haryana).

Table 1: Sample selected

Sr. No.	Name of The School	Boys	Girls
1.	Govt. Sr. Sec. School Bahadurpura	22	28
2.	Govt. Sr. Sec. School Sirsama	27	23
3.	Govt. Sr. Sec. School Bhiwani Khera	24	26
4.	Govt. Sr. Sec. School Amin	25	25

TOOLS USED

Self-assessment tool (Ryan Watkins, Doug Leigh and Don Triner (2004) for e-learning readiness was used for the study which was employed on adolescents. And a questionnaire for self regulation (Brown, Miller & Lawendowski, 1999) was used for study tool.

STATISTICAL TECHNIQUES

To test the hypotheses following statistical techniques were used.

1. Descriptive analysis techniques such as Mean and S.D.
2. t-test
3. For correlation between e-learning readiness and self regulation coefficient of correlation was used.

FINDINGS

Table 2: Coeff. Of Correlation for finding relationship between e-learning readiness and self regulation of govt. Sr. Sec. School boys adolescents.

VARIABLE	N	CORRELATION
e-learning readiness and self regulation	98	-0.06

**significant at 0.01 level of significance

Significant negative correlation (-0.06) was found between e-learning readiness and self regulation for adolescents boys of Govt. Sr. Sec. School of kurukshetra Haryana. So the null hypotheses which was formed earlier there is no

significant relationship between e-learning readiness and self regulation of boys (adolescents of senior secondary school) stands rejected. Because of this we can interpret that boys with high e-learning readiness had low self regulation.

Table 3: Coeff. Of Correlation for finding relationship between e-learning readiness and self regulation of govt. Sr. Sec. School boys adolescents.

VARIABLE	N	CORRELATION
e-learning readiness and self regulation	102	+ 0.58

**significant at 0.01 level of significance

Significant positive correlation (+0.58) was found between e-learning readiness and self regulation for adolescents girls of Govt. Sr. Sec. School of kurukshetra Haryana. So the null hypotheses which was formed earlier there is no significant relationship between e-learning readiness and self regulation of girls (adolescents of senior secondary school) stands rejected. Because of this we can interpret that girls with high e-learning readiness had high self regulation.

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