

A STUDY ON ATTITUDE OF TEACHER-EDUCATORS TOWARDS
E-LEARNING

Dr. Kotreshwaraswamy A Surapuramath,

Assistant Professor,
Miranada College of Education,
Indiranagar Bangalore, India.

ABSTRACT

A Study on Attitude of Teacher-Educators towards e-learning has been dealt with in this paper. The sample included 60 teacher-educators working colleges of education under Bangalore University, Bangalore in Karnataka selected by using random sampling technique, "Attitude scale for Teacher-Educators towards e-learning" developed and standardized by M.Rajeshkumar and Dr. R. Krishankumar (2008) tool was used for the collection of required data. 't-test' technique was adopted for data analysis. It is concluded that there is significant difference between Male and Female, Aided and Unaided and Arts and Science teacher-educators. There is no significant difference Teaching Experience (1-10 and 11-20+) of teacher-educators attitude towards e-learning.

Introduction

This is an era of everyday changes in every field including education due to rapid advancements in science and technology. Simultaneously, knowledge is expanding at lightning speed. To keep track of the advancements, the learners need to learn more, better and faster. This can be made possible today with the help of information and communication Technology. The rapid evolution of information and communication Technologies and the emergence of the Information Society create numerous new opportunities for the improvements of the quality of education.

Educators must go beyond computer literacy to achieve technological competence is successful integration of technology into the classroom is to occur. Deborah L. Lowther., "et al." (1998) emphasizes that the technological competence also requires a transition from using the computer as an instructional delivery system to one of using the computer as a learning tool. Shu-Sheng Liaw., "et al." (2007) found that the trend of using e-learning as learning and/or

teaching tool is now rapidly expanding into education. E-learning is the new wave in learning strategy. Through innovative use of modern technology, e-learning not only revolutionizes education and makes it more accessible, it also brings formidable challenges for instructors and learners. As per Mahdizadeh. H., et al.(2007) E-learning environments increasingly serve as important infrastructural features of universities that enable teachers to provide students with different representations of knowledge and to enhance interaction between teachers and students, amongst student themselves.

Need for the Study

Education in the digital world of today can actually make that meaningful shift by ensuring that if students do not learn the way they are taught, they can be taught the way they learn. This pedagogical shift, when integrated into educational software and appropriate technology, can make learning exciting and enjoyable while securing successful learning outcomes in shorter time frames. While colleges and universities globally lend to use asynchronous or delayed technologies with an instructor as the basis of e-learning and thereby include tools like online discussion forums, electronic books, online exams and grading, online mentoring, web-linked etc. As the 11th plan approach paper states: The 11th plan provides an opportunity to restructure policies to achieve a new vision of growth that will be much more broad based and inclusive, bringing about a faster reduction in poverty and helping bridge the divides that are currently the focus of so much attention. While it recognizes that Information and Communication Technology (ICT) has a great potential for enhancing learning levels and improving quality of education. Modern day learning environments are characterized by their place and time independence, their integrated presentation and communication facilities, and their opportunities for re-use of learning technologies in the form of learning objects. Many researchers claim that technology push will enhance the quality of education; In fact, Clark (1994) argues that the question of whether media or technology will ever influence learning remains open to debate. A well-defendable viewpoint lies not in the media or technology used, because only positive attitudes toward that media or technology can improve the quality of learning or teaching. Thus, understanding users' attitudes toward learning technology, including instructors' and learners' attitudes, enables us to make learning more effective, efficient, and appealing. Gefen & Straub (1997) asserts that among the various theoretical models developed to

Examine users' intentions of using computer and communication technology, perceived usefulness is a key to influence behavioral intentions. Technology offers tremendous opportunities for increasing the effectiveness and efficiency of education in the future. Students, faculty, staff and administrators now use technology extensively in their daily activities and have become reasonably technologically literate. The trend of using e-learning as learning and teaching tool is now rapidly expanding into education. Many educators and researchers had high hopes for e-learning, believing that it would provide more access to information and communication, and would ultimately lead to a new revolution in education. Several studies have been conducted to examine attitudes towards e-learning in the West and other parts of the world. But in the Indian context research in this direction were very few. According to Murahari, B (2008) E-learning in India, is still at an experimental stage. Woodwoth (1938) opines that attitudes, the affective by-product of an individual's experience, have their bases in his inner urges, acquired habits, and the environmental influences by which he is surrounded. In other words, attitude result from personal desires and group stimulation. They act as causes as well as results of behaviour. They are personal and are associated with the feeling tones connected with the individual's experiences. Attitudes grow and develop, as do other mental and emotional behaviour patterns, in terms of an individual's reactions to his environment. Attitude is a set or disposition (readiness, inclination, and tendency) to act toward an object according to its characteristics so far as we are acquainted with them. Measuring attitude and efforts to improve attitude towards technology is very much essential to effect any change through technology. This necessitated the researcher to study the Attitude of teacher educators towards E-learning.

Definition of Terms

Electronic learning or e-learning

Electronic learning or e-learning is an all-encompassing term generally used to refer to computer enhanced learning, although it is often extended to include the use of mobile technologies such as PDAs and MP3 players. It may include the use of web-based teaching materials and hypermedia in general, multimedia CD-ROMs or web sites, discussion boards, collaborative software, e-mail, blogs, wifis, text chat, computer aided assessment, educational animation, simulations, games, learning management software, with possibly a combination of different methods being used. Along with the term e-learning technology and educational technology, the term is generally used to refer to the use of technology in learning in a much

broader sense than the computer-based training or computer aided instruction of the 1980s. It is also broader than the terms Online Learning or Online Education which generally refer to purely web-based learning. In cases where mobile technologies are used, the term learning has become more common.

Objectives of the study:

The following objectives were framed for the present study

1. To study the attitude of male and female teacher educators towards e-learning.
2. To study the attitude of Aided and Unaided teacher educators towards e-learning.
3. To study the attitude of Arts and science teacher educators towards e-learning.
4. To study the attitude of 01-10 years teaching experience and 11-20+ years teaching experience of teacher educators towards e-learning.

Hypotheses

In pursuance of the objectives 1- 4 following Null Hypotheses were set up.

1. There is no significant difference between male and female teacher educators attitude towards e-learning.
2. There is no significant difference between Aided and Unaided teacher educators attitude towards e-learning.
3. There is no significant difference between Arts and science teacher educator's attitude towards e-learning.
4. There is no significant difference between 01-10 years teaching experience and 11-20+ years teaching experience of teacher educators towards e-learning

Methodology

Normative survey method was used for the present study as it is concerned with the conditions or relationships that exist, practices that prevails and views or attitudes that are held.

Sample Selection

The study was conducted on a total sample of 60 teacher-educators working different B.Ed Colleges under Bangalore University, Bangalore in Karnataka. For selecting the teacher educators the random sampling method was used.

Tool

The following tool was used for the collection of required data.

“Attitude scale for Teacher-Educators towards e- learning” developed and standardized by M.Rajeshkumar and Dr. R. Krishankumar (2008) the attitude scale consists of 20 items these 20 items are in the form of attitude, identified as required attitude for the teacher-educators.

Data Collection

“Attitude scale for Teacher-Educators towards e- learning” scale for teacher-educators to obtain the required data. The investigator personally visited to each College of Education to collect duly filled tools. Personal data relating to name, sex, teaching experience, and type of college were also collected through a personal data specially prepared for the purpose.

Statistical Analysis

In order to study the difference scores of teacher-educators attitude towards e-learning ‘t’- test were computed and tested for significance as shown in Tables

Major findings

Table-01 The difference of teacher-educators attitude towards e-learning with Gender (Female and Male).

	Variable	N	Mean	SD	t-value	p-value	sign
Gender	Male	34	30.8	3.65	3.42	< 0.01	S**
	Female	26	31.12	3.49			

(*- Significant at 0.05 & **0.01 level of significance)

The above table- 01 reveals that the obtained t-value in the teacher-educators attitude towards e-learning Gender scores (3.42) level is greater than the tabled values (2.86) at 0.0 levels

of significance. Therefore the null hypothesis in this regard is rejected. Therefore it is concluded that there is significant difference between Male and Female teacher-educators attitude towards e-learning and female teacher-educators have good attitude towards e-learning than Male teacher-educators.

Table-02 The difference of teacher-educators attitude towards e-learning with type of College (Aided and Unaided).

	Variable	N	Mean	SD	t-value	p-value	sign
Type of college	Aided	28	18.29	3.15	2.46	<0.05	S*
	Unaided	32	17.61	3.40			

(* - Significant at 0.05 level of significance)

The above table- 02 reveals that the obtained t-value in the teacher-educators attitude towards e-learning type of college scores (2.46) level is greater than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. Therefore it is concluded that there is significant difference between Aided and Unaided teacher-educators attitude towards e-learning and Aided teacher-educators have good attitude towards e-learning than unaided teacher-educators.

Table-03 The difference of teacher-educators attitude towards e-learning with Teaching Method (Arts and Science)

	Variable	N	Mean	SD	t-value	p-value	sign
Teaching Methods	Arts	25	21.18	3.53	5.16	<0.01	S**
	Science	35	22.69	3.32			

(* - Significant at 0.05 & **0.01 level of significance)

The above table- 03 reveals that the obtained t-value in the teacher-educators attitude towards e-learning teaching method scores (5.16) level is greater than the tabled values (2.86) at 0.01 levels of significance. Therefore the null hypothesis in this regard is rejected. Therefore it is concluded that there is significant difference between Arts and Science teacher-educators attitude towards e-learning and Science teacher-educators have good attitude towards e-learning than Arts teacher-educators.

Table-04 The difference of teacher-educators attitude towards e-learning with Teaching Experience (1-10 years and 11-20 + years).

	Variable	N	Mean	SD	t-value	p-value	sign
Teaching Experience	1-10 years	23	3.80	1.28	1.94	>0.05	NS
	11-20 + years	37	4.13	1.04			

(*- Significant at 0.05 level of significance)

The above table- 03 reveals that the obtained t-value in the teacher-educators attitude towards e-learning teaching experience scores (1.94) is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that there is no significant difference between 1-10 years and 11-20 years Teaching Experience teacher-educators attitude towards e-learning.

Suggestions and Recommendations

- Changes in the pre-service teacher education curriculum may be attempted with a view to providing continuous updating of ICT skills of the teacher-trainees.
- In-service computer training may be given to teacher –educators so as to make them proficient with computer and Internet skills. The training should have more practical components.
- Every teacher education institution must have the facility of a full- fledged computer lab connected with Internet.

- The teacher-educators may be encouraged to make use of the online resources at the institution for their academic professional development.
- Efforts may be made to train the teacher-educators in the application of ICT skills in the teaching learning process.
- Steps may be taken to encourage the teacher-educators to exploit the computer and the Internet to the maximum extent possible.
- The existing computer facilities in the teacher education institutions may be enhanced to the level of a computer lab.
- It is imperative that steps are taken to create comprehensive awareness and attitude towards e-learning among the teacher-educators.
- Teacher-educators are to be encouraged to visit the e-learning portals and review them.
- Steps must be taken to train the teacher-educators in e-content development.
- The teacher-educators may be encouraged to do one or two e-learning programs freely available on the web.
- The teacher-educators may be encouraged to provide online support to the trainees through blogs or institutional websites.

Conclusion

The study had shown that there is wide scope for improving the teacher-educators attitude towards e-learning. Steps must also be taken to create a positive attitude in the minds of the teacher-educators towards e-learning.

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