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Attitude of Teachers on E-Learning: A Need

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ABSTRACT

Objective: To investigate attitude of prospective teacher's towards-E-learning in Krishna District of Andhra Pradesh.

Method: The researcher selected inventory Survey method comprises of 40 items with four alternatives relevant to the topic and marks were allotted for the right answer. Instructions completing the tool were orally explained to each teacher trainee consisting of 200 members in Krishna District premises and data obtained is statistically obtained using test like Mean, Standard Deviation and t-Test respectively. The researcher is taking into consideration, the variables like locality of prospective teachers, gender, Level of awareness and methodology of prospective teachers.

Results: The various findings of present study are students shown highly favorable attitude towards-E-learning with no significant difference in the attitude towards E-learning between the male and females B.Ed. who are married or unmarried students studying in the education colleges located in both the urban areas and in the rural areas though students studying in the English medium or in the Telugu medium. Also no difference in the attitude of students who were hostellers and day scholars belonging to under graduate and post graduate B.Ed., students.

Conclusion: The research found that the prospective teacher's posses an average level of computer awareness irrespective of various parameters including locality of prospective teachers, gender, Level of awareness and methodology of prospective teachers which is a must for enhancing E-Learning as to make teaching learning process effective in daily life.

Keywords: Computer, Hypothesis, Inventory Survey.

INTRODUCTION

Computers with their unimaginable working and functioning capacity coupled with tremendous progress in the field of teaching and learning that entirely happened to be a domain of the human factors where teacher and students is now no longer limited to its traditional boundaries or ways or means but has gradually turned into a subject of technological progress by operation and networking have almost revolutionized the field of teaching and learning.

Instead of the total dependency on the instructions imparted by the teachers and the subject matter available in the books or other printed publications, the learners are now able to utilize the computer's database and networking facilities not only for seeking information but also for interacting with them on-line in the manner as happens in the real classroom encounters. Therefore, there is no exaggeration in saying that the future of education and classroom instructions lies to a great extent in the concept and practices of E-learning mainly which is an abbreviation of the term electronic learning which may be understood as an innovative technique or a form of ICT used in providing learning experiences to the students on line through the use of Internet services and web technology of the computers.

The different types of modes and styles adopted for the various E-learning situations may be outlined as support learning (for playing a mere supporting role to the teaching learning activities organized in the class), blended learning (making use of a combination of traditional and ICT enhanced E-learning practices) and complete E-learning involving asynchronous communication as well as synchronous communication styles (replacing traditional classroom teaching-learning totally with the virtual classroom teaching-learning).

A number of measures may be employed to promote and arrange for E-learning in our Educational institutions like Developing a right positive attitude towards the processes and products of E-learning, providing the needed facilities for training and equipping the students and teachers along with the supporting staff in operation and utilization of multimedia appliances, computers and their network technology, creating full awareness about all the possible advantages and gains drawn from their ventures in E-learning, Making provision for the Internet facilities and classrooms websites and Making adequate provision for the availability of the technical support services to train and provide ongoing support to both the teachers and students.

E-learning is an inclusive term that describes educational technology that electronically or supports learning and teaching. E-learning refers to the use of electronic media and ICT in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching E-learning is inclusive of an is broadly synonymous with Multimedia Learning, Technology Enhanced Learning (TEL), Computer-Based Instruction (CBI), Computer-Based Training (CBT0, Computer-Assisted Instruction or Computer Aided Instruction (CAI), Internet-Based Training (IBT), Web-Based Training (WBT), Online Education, Virtual Education, Virtual Learning Environments (VLE) (which are also called learning plat forms), E-learning, and Digital Educational Collaboration. These alternative names emphasize a particular aspect, component or delivers method.

E-learning includes numerous types of media that deliver text, audio, images, animation and streaming video and includes technology applications and processes such as audio or video tape, satellite TV, CD-Rom and computer based learning, as well as local internet / extranet and web-based learning. E-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor - led, synchronous learning. E-learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used.

E-learning may prove quite beneficial to the learners in various ways like getting access to leaning by breaking all barriers of time, pace and distance, providing individualized instructions suiting to the needs, abilities. learning styles, and interests of the learners, providing an access to the unlimited numbers of the learners same quality of the content that a full time student has, in promoting collaboration among students from different localities and cultures all around the world, in facing the lack of men-material resources for providing quality education to all, having flexibility in terms of delivery media, helpful in making the students more interested and motivated towards learning and Providing opportunities for timely evaluation and feedback for the learning outcomes.

E-learning is said to suffer from some serious limitations and drawbacks like difficulty faced by the users in having proper access to the use of multimedia, Internet and Web technology, unwillingness or difficulties on the part of teachers and schools for making its provision to their students, lack of proper provision to equip the teachers in their pre-service or in-service programmes for its use, Feeling of

isolation experienced by the users of E-learning by not having face to face interaction and An overall negative attitude towards it by adjudging it as second rate in comparison to regular classroom learning.
Endeavors at the National and State Levels in view of the increasing importance of the computer, student who are the future citizens of the nation and will be employed in various walks of life cannot afford to keep themselves aloof from this potential medium. Government has, there, decided to provide for computer education by imparting profound technical knowledge and skills developing positive attitude and interest in the computer. Adequate expertise and facilities need to develop in the country for successfully meeting the challenges.
The Ministry of Human Resources development has started implementing a laudable project in Computer Education for introduction of computer Literacy and studied in schools in collaboration with the Department of Electronics in computer Literacy and Studies Project, 504 schools were selected for the year 1985-86. In addition to 42 resource centers selected earlier, some more resource centers have been identified for the schools and centers. The teachers training programme has already been completed in which hundreds of teachers participated from the selected throughout the country.

METHOD USED FOR THE STUDY

The researcher selected inventory Survey method comprises of 40 items with four alternatives relevant to the topic and marks were allotted for the right answer. Each right answer carries only one mark. Instructions completing the tool were orally explained to each teacher trainee consisting of 200 members as shown in **Fig.1**. The researcher is taking into consideration, the variables like locality of prospective teachers, gender, Level of awareness and methodology of prospective teachers. The research inventory was administered to 200 B.Ed. Teacher trainees in Krishna District premises and data obtained is statistically obtained using test like Mean, Standard Deviation and t-Test respectively. Hypothesis was stated in null hypothesis form with parameters like:

- **Hypothesis - 1 -** There is no high level of awareness in prospective teacher towards computes.
- **Hypothesis - 2 -** There is no significant difference between male and female prospective teachers in the level of awareness of computers.
- **Hypothesis - 3 -** There is no significant difference between rural prospective teachers and urban prospective teachers in the level of awareness of computers.
- **Hypothesis - 4 -** There is no significant difference in the attitude towards E-learning of Graduate and Post Graduate prospective teachers.
- **Hypothesis - 5 -** There is no significant difference in the attitude towards E-learning of Married and Unmarried Prospective Teachers.
- **Hypothesis - 6 -** There is no significant difference between Arts methodology prospective teachers and Science methodology prospective teachers in the level of awareness of computers.

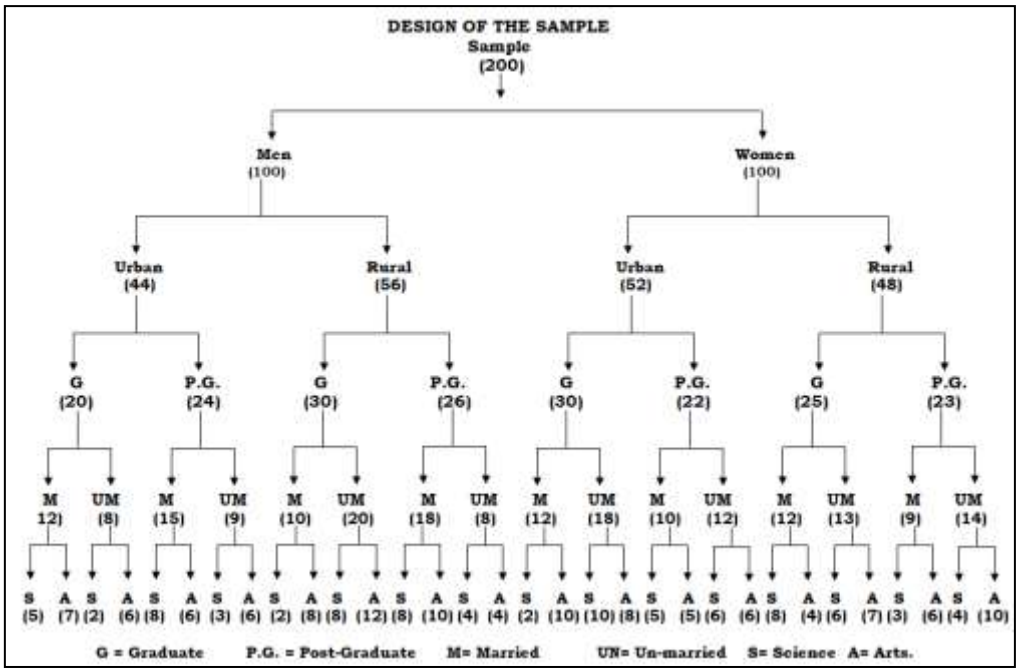

Fig. 1: Representation of Students Categories Used in Study.

In the attitude scale which was prepared there were some positive and some negative statements. For the purpose of the scoring the positive statement 1 mark should be given to 'strongly disagree (SD)' 'response', 2 marks to 'disagree (D)' response, 3 marks to 'undecided(UD)' 'response', 4 marks to 'agree (A)' response 5 marks to 'strongly agree (SA) response. In the case of the negative statement and 5 marks should be given to 'strongly disagree (SD)' 'response', 4 marks to 'disagree (D)' response, 3 marks to 'undecided (UD)' 'response', 2 marks to 'agree (A)' response 1 mark to 'strongly agree (SA). For getting the total score, each response mark of given statement should be added together to form total raw score of the attitude as shown in **Table 1**.

Table 1: Scoring Attitude Scale of Attitude towards E-Learning.

Type of Item	Responses				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The total score on the attitude scale varies from a minimum of 40 to a maximum of 200. High scores indicated high level of attitudes towards e-learning; while low scores indicate low level of attitude towards E-learning. In the present study the minimum score attained by the sample was 99 and maximum score was 180. The prospective teachers who scored between 40-128 were kept in low attitude towards E-learning, who scored between 129-159 were put in average attitudes towards E-learning and who scored between 162-200 were placed in high attitude towards E-learning. The null hypothesis formulated for this study were accordingly accepted or rejected. The level of significance chosen for testing the null hypothesis was 0.05 levels.

Hypothesis - 1

To test the validity, the total scores of the entire sample were used to calculate mean and Standard Deviation (S.D.) of whole sample. The results are presented in the **Table 2**.

Table 2: Attitude towards E-Learning of Prospective Teachers.

Sample	Sample Size	Mean	Standard Deviation
Whole	200	144.37	15.09

As per the mean value it is evident that prospective teachers hold moderate attitude towards E-learning. As per the Standard Deviation (S.D.) value it is observed that the individual scores were slightly dispersed in the distribution of E-learning. The hypothesis can be accepted as the sample hold moderate level of attitude towards E-learning.

Hypothesis - 2

To test the validity means and Standard Deviations (S.D.) were computed separately for the attitude towards E-learning scores of the two sub samples of prospective teachers (men and women). From these values, the standard error of difference between means and critical ratio (C.R.) were calculated. The data is presented in **Table 3**.

Table 3: Attitude of Men and Women Teachers towards E-learning.

Variable	Sample Size	Mean	S.D.	Difference between Means	S.E.D.	C.R.
Men	100	143.17	14.09			
Women	100	145.57	16.00	2.4	2.130	1.126*

* Not Significant at **0.05** level.

The mean values indicate that both men and women prospective teachers possessed moderate attitude towards E-learning. As per the critical ratio value it is clear that there is no significant difference in the attitude towards E-learning of men and women prospective teachers.

Hypothesis - 3

To test the validity means and Standard Deviations (S.D.) were computed separately for the attitude towards E-learning scores of the two sub samples of prospective teachers (urban and rural). From these values, the standard error of difference between means and critical ratio (C.R.) were calculated in **Table 4**.

Table 4: Attitude of Urban and Rural Teachers towards E-learning.

Variable	Sample Size	Mean	S.D.	Difference between Means	S.E.D.	C.R.
Urban	96	140.125	15.87			
Rural	104	148.25	13.23	8.155	2.07	3.93*

* Significant at **0.05** level.

The mean values indicate that both urban and rural prospective teachers possessed moderate attitude towards E-learning. As per the critical ratio value it is clear that there is a significant difference in the

attitude towards E-learning of urban and rural prospective teachers. Rural prospective teachers possessed higher attitude towards E-learning then urban prospective teachers.

Hypothesis - 4

To test the validity means and Standard Deviations (S.D.) were computed separately for the attitude towards E-learning scores of the two sub samples of prospective teachers (Graduate and Post Graduate). From these values, the standard error of difference between means and critical ratio (C.R.) were calculated is presented in **Table 5**.

Table 5: Attitude of Graduate and Post Graduates towards E-learning.

Variable	Sample Size	Mean	S.D.	Difference between Means	S.E.D.	C.R.
Graduate	124	141.36	14.95			
Post Graduate	76	149.27	14.07	7.91	2.09	3.78

* Significant at **0.05** Level.

The mean values indicate that both graduate and post graduate prospective teachers possessed moderate attitude towards E-learning. As per the critical ratio value it is evident that there is a significant difference in the attitude towards E-learning of graduate and post graduate prospective teachers. Post-graduate prospective teachers hold higher attitude towards E-learning than graduate prospective teachers.

Hypothesis - 5

To test the validity means and Standard Deviations (S.D.) were computed separately for the attitude towards E-learning scores of the two sub samples of prospective teachers (married and unmarried). From these values, the standard error of difference between means and critical ratio (C.R.) were calculated is presented in **Table 6**.

Table 6: Attitude of Married & Unmarried Teachers towards E-learning.

Variable	Sample Size	Mean	S.D.	Difference between Means	S.E.D.	C.R.
Married	72	140.04	16.40	6.76	2.28	2.96
Unmarried	128	146.80	13.78			

* Significant at **0.05** Level

The mean values indicate that both married and unmarried prospective teachers possessed moderate attitude towards E-learning. As per the critical ratio value it is evident that there is a significant difference in the attitude towards E-learning of married and unmarried prospective teachers. Un-married prospective teachers possessed higher attitude towards E-learning than married prospective teachers.

Hypothesis - 6

To test the validity of means and Standard Deviations (S.D.) were computed separately for the attitude towards E-learning scores of the two sub samples of prospective teachers (Science and Methodology). From these values, the standard error of difference between means and critical ratio (C.R.) were calculated is presented in **Table 7**.

Table 7: Attitude of Science and Arts Methodology Prospective Teachers.

Variable	Sample Size	Mean	S.D.	Difference between Means	S.E.D.	C.R.
Science	90	140.80	15.97			
Arts	110	147.29	13.72	6.49	2.130	3.04*

* Significant at **0.05** Level

The mean values indicate that both science and arts methodology prospective teachers possessed moderate attitude towards E-learning. As per the critical ratio value it is evident that there is a significant difference in the attitude towards E-learning of science and arts methodology prospective teachers. Arts methodology prospective teachers' hold higher attitude towards E-learning than science methodology prospective teachers.

CONCLUSION

Today a life without computers is unimaginable. Computer teachings place a key role in modern education system. Students find it easier to refer to the internet then searching the information from books so the dire need of the day is that every child right from their primary education itself must be guided to the acquire knowledge which helps in their career. So a teacher is the right person to guide the students to acquire the knowledge the awareness of computers unless the teacher has a thorough knowledge in theoretical as well as practical aspect, they cannot guide their students in a proper way.

The various findings of present study are students shown highly favorable attitude towards-E-learning with no significant difference in the attitude towards E-learning between the male and females B.Ed. who are married or unmarried students studying in the education colleges located in both the urban areas and in the rural areas though students studying in the English medium or in the Telugu medium. Also no difference in the attitude of students who were hostellers and day scholars belonging to under graduate and post graduate B.Ed., students.

FURTHER SCOPE OF RESEARCH

As the present study is confined to only limited members and particular mandal, the study can be done in other mandals, districts and states by taking large sample. The study focused only on few variables which give more scope of study by taking more variables and drawing inferences from them.

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