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ATTITUDE OF HIGHER EDUCATION TEACHERS TOWARDS E-LEARNING

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ABSTRACT:

The study of attitude of higher education teachers towards e-learning is considered to be an area of social interest to know how teachers take stand towards e-learning. The incorporation of e-learning in the college teaching –learning process is not only a social demand, but institutional also. With more technology opportunities, there is an increasing pressure on teachers to use information and communication technologies in teaching learning. The sample of the study consisted of 240 college teachers from Jammu district. Out of 240 teachers, there are 43 government college teachers from science subjects, 37 government college teachers from arts subjects, 66 private college teachers from science subjects and 94 private college teachers from arts subjects. Data was collected using Teachers Attitude Towards E-learning scale (TATE) developed by M.Rajesh Kumar and Dr. R.Krishna Kumar.

KEY WORDS: *E-learning, College Teachers, Attitude.*

INTRODUCTION

The speedy advances in technology have made remarkable alterations in the way we live. Moreover, it has also affected the system of education in totality. Recognizing the impact of novel technologies on the workplace and daily life, today's teacher education institutions try to reorganize their education programs and classroom facilities, in order to minimize the teaching and learning technology gap between today and the future. As advocated by Tomei (2005) the restructuring process requires effective integration of technologies into existing context in order to provide learners with knowledge of specific subject areas and to promote meaningful learning and to enhance professional productivity. In conventional teaching-learning process, the teacher use to give information and resource material as textbooks to the learner and the learner has to follow that particular sequence to learn the contents. On the other hand, at the present time, E-Learning is well accepted. In E-Learning, a learner can study and master the contents according to his/her interest. Most of the E- Learning systems are personalized. It is based on the principle of individualized learning. Through personalized E-Learning systems the learner can get the knowledge according to his/ her previous learning, ability, interest, aptitude, etc. Learner's context is taken care in the E-Learning system. Liaw.,et al. (2007) has emphasized that the affinity of using e-learning as learning and teaching device is now rapidly on the rise into education and is the promising inclination in the teaching-learning advancement.

Through use of recent technologies, e-learning not only transforms education and makes it more reachable, it also brings alarming challenges for both the teachers and learners to cope with the demands of the system of the education as a whole.

Exponential development in educational technology, increasingly education and training institution are taking keen interest in the e-learning, on the whole there are abundant rewards to the students as well as to the institutions in terms of increased interest and output in teaching –learning. Still, Kosak et al (2004) are not in favour for the adoption of e-learning and its innovative operation, they advocated that role of faculty in the whole process of teaching-learning is highly important. Moreover they also stressed the dual role of the teachers, subject matter experts as well as technology specialists. In addition to this, Sherry (1995) stressed teachers are the genuine leaders in the teaching learning system. As stated by Newton (2003) in spite of the attractiveness of e-learning there is a lack of clear agreement on the attitude and ability of academic staff in higher education to participate in these developments of e-learning and faculty attitude towards online instruction affects their willingness to teach online. But, Krishnakumar & Rajesh (2011) in their revealed that the teachers have a favorable attitude towards e- learning as well teachers who are familiar about computer and information and communication technology differ in their attitude towards e-learning when compared to the teachers who are not familiar with technology. Moreover, Law, Huang & Chen (2007) found in survey study that the instructors have a very positive perception towards using e-learning as well as teaching supported tools. Mahdizadeh, Harm, & Martin (2007) strongly advocated that E-learning atmosphere in the universities facilitates academicians to offer learners with diverse accounts of knowledge and boost communication between teachers and students, among peers themselves.

OBJECTIVES OF THE STUDY

1. To find significant differences in attitude of government male and female college teachers teaching (viz science & arts) subjects towards e- learning.
2. To find significant differences in attitude of private male and female teachers college teachers teaching (viz. Science & arts) subjects towards e-learning.

HYPOTHESES OF THE STUDY

1. There will be no significant differences in attitude of government male and female college teachers teaching (viz science & arts) subjects towards e- learning.
2. There will be no significant differences in attitude of private male and female teachers college teachers teaching (viz. Science & arts) subjects towards e-learning.

The Sample

The sample of present study is drawn randomly from government and private college teachers of Jammu district. The researcher therefore selected 240 college teachers from Jammu district. Out of 240 teachers, there are 43 government college teachers from science subjects, 37 government college teachers from arts subjects, 66 private college teachers from science subjects and 94 private college teachers from arts subjects.

Tool used

In the present study, Teachers Attitude Towards E-learning (TATE) developed by M.Rajesh Kumar and Dr. R.Krishna Kumar is employed for the collection and analysis of the data Teacher's Attitude Towards E-learning has 16 questions .The answers of which are assessed on 5 point Likert Scale with maximum scores of 80 and minimum of 16.

Results

In order to accomplish the objectives of the study Students t-test has been employed by the investigator. The results are as given in Tables 1-4

Table -1 Values of Mean, SD, SED and t-ratio computed for attitude toward e-learning among male and female teachers working in Government College of science subjects.

GROUP	N	M	SD	SE_{DM}	t	Significance
Male	13	64.92	18.19	3.72	0.05	NS
Female	30	64.73	6.51			

Review of table 1 shows that the computed value of t for attitude of male and female government college teachers of science subjects towards e-learning is 0.05,which is not significant for df=41.Therfore there are no significant differences in the attitude of teachers of science subjects teachers towards e-learning. Hence, the hypothesis that there will be no significant difference in attitude of male and female teachers of science subject towards e- learning is accepted. The results are supported by the study conducted by Suri and Sharma (2013) revealed that no significant relationship exists between gender attitude to e-learning . Although findings by Egbo et al (2011) are contradictory that female students have positive attitude to use ICT more than that of male peers, while Broos (2010) stated that female have negative attitude towards e- learning. Previous studies conducted by Bhattacharjee (2008), Gillwald, Milek, & Stork, (2010), Imhof, Vollmeyer, & Beierlein (2007), UNESCO (2012) corroborated that the gap is plummeting in male and female teachers with reverence to application of ICT.

Table-2 Values of Mean, SD, SEDM and t ratio computed for attitude towards e learning among male and female teachers working in government colleges of arts subjects.

GROUP	N	M	SD	SE_{DM}	t	Significance
Male	12	68.00	6.12	3.23	0.94	NS
Female	25	64.96	10.36			

Review of table 2 shows that the value of t computed for attitude of government male and female teaching arts subjects towards e-learning is 0.94 which is not significant for d=35 .Therefore, there are no significant differences in the attitude of teachers of arts subjects towards e-learning .Hence, hypothesis there will no significant difference in attitude of male and female teacher teaching arts subject is accepted

Table-3 Values of Mean, SD, SE_{DM} and t ratio are computed for attitude towards e-learning among male and female teachers working in private colleges for science subjects

GROUP	N	M	SD	SE_{DM}	t	Significance
Male	11	65.36	5.35	0.92	0.74	NS
Female	55	64.67	2.00			

Review of table 3 shows that the value of t computed for attitude of private male and female teachers of science subjects towards e-learning is 0.74 which is not significant for df = 64. Therfore, there are no significant differences in attitude of teachers of science subjects towards e-learning. Hence hypothesis there will be no significant differences in the attitude of male and female teachers teaching science subjects stands accepted.

Table-4 Values of Mean, SD, .SE_{DM} and t ratio are computed for attitude towards e-learning among male and female teachers working in private colleges for arts subjects

GROUP	N	M	SD	SE_{DM}	t	Significance
Male	11	63.73	11.95	8.07	0.13	NS
Female	83	61.73	26.54			

Review of table 4 shows that the value of t computed for attitude of male and female private teachers of arts subjects towards e-learning is 0.13,which is not significant for df=92.Therefore there are no significant differences in attitude of teachers of arts subjects towards e-learning .Hence hypothesis that there will be no significant differences in attitude of male and female teachers of arts subjects is accepted. The findings of this study are in contrast to Murthy & Srishylam, (2016) found that there is significant difference in the Mean scores of attitude towards e-Education among the Teacher Educators with respect to their teaching stream.

DISCUSSION:

This paper has outlined the attitude of college teachers towards e-learning and views of 240 teachers of college have been taken. The reason for above results may be that, the approach to professional development of teachers in the field of e-learning is not adequate and they are not getting the exposure and facilities to use e-learning in their system. Large – scale ICT Professional development for teachers seems to more difficult than anticipated. For instance, the results of a study in Finland indicated that only a small percentage of teachers had ICT skills despite a massive in-service training (Hakkarainen et al. 2001). Although the current technical approach to professional development has encouraged some teachers to use ICT in their classrooms, the evaluation found that teachers still lacked confidence and competence to effectively and extensively integrate ICT in teaching. Collis and Moonen (2001) also agree that e-learning in institution can only be achieved when various factors across the four perspectives are articulated and integrated. These include clear vision, understanding, implementation and professional development

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