

Attitude of Teacher-Educators Towards E-Learning

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Abstract

A Study on Attitude of Teacher-Educators towards e-learning has been dealt with in this paper. The sample included 80 teacher-educators working colleges of education under Panjab University Chandigarh selected by using random sampling technique. Self constructed Attitude scale for Teacher-Educators towards e-learning developed 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' 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.

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.

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. 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.

Objectives of the 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.

Hypotheses

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.

Sample Selection

The study was conducted on a total sample of 80 teacher-educators working different B.Ed Colleges under Panjab University Chandigarh. For selecting the teacher educators the random sampling method was used.

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.

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 | 44 | 31.8 | 3.62 | 4.24 | < 0.01 | S** |
| | Female | 36 | 35.3 | 3.71 | | | |

(*- 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 (4.24) level is greater than the tabled values 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 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 | 38 | 17.79 | 4.15 | 3.33 | <0.01 | S* |
| | Unaided | 42 | 14.61 | 4.40 | | | |

(*- 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 (4.33) level is greater than the tabled values 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 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 | 3 | 21.1 | 3.1 | 2.9 | <0.01 | S* |
| | | 5 | 8 | 5 | | | |
| | Science | 4 | 23.3 | 3.4 | | | |
| | | 5 | 4 | | | | |

(*- 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 (2.93) level is greater than the tabled values 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.

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.

Reference:

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