ATTITUDE OF TEACHER EDUCATORS TOWARDS E-LEARNING

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Abstract

The present study is related to attitude of teacher educators towards E-learning. Descriptive Survey Method was used by the investigator. The purposive random sampling technique was used in the study. 10 colleges of education were selected randomly from that district of Fatehgarh Sahib and Ludhiana (Punjab). The samples of the study comprised of 100 teacher educators (50 Males and 50Females) were selected. The major finding of the study revealed that 70% teacher educators have favourable attitude towards e-learning and 30% teacher educators have unfavourable attitude towards e-learning.

Key words: *Attitude, E-Learning*

INTRODUCTION

This is an era of everyday changes in every field including education, due to rapid advancements in the field of science and technology. According to Dr. Abdul Kalam, the purpose of education in a country is to develop and enhance the potential of human resources and progressively transform it into a knowledgeable society. Every nation wants students who ultimately become the knowledge workers in their own economy. There is need for change in each and every sphere of the society in tune with ICT. Technology change with time. India has the capacity to become the hub of technology enabled teaching and learning with its IT powers and strong educational system. A creative and enthusiastic teacher can incorporate the modern development of ICT in the classroom very successfully. Technology-based learning can be viewed as an innovative approach for delivering well designed, learner-centered, interactive and facilitated learning environment to anyone at anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for

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open and distributed learning environment. E-learning can be defined as learning opportunities delivered and facilitated by electronic technology. It differs from the traditional system only in the way the contents are delivered e-learning imparts all the three main components of learning namely contents, learning methodologies and teaching of tutoring methodologies.

MEANING OF ATTITUDE

The attitude is the way a person, behavior that uses an individual to make things. It is his way of being or act, behavior also can be considered some form of social motivation - in nature, therefore, secondary, against biological motivation, type primary-which promotes and guides the action towards specific objectives and goals. Eiser defines the attitude in the following way: predisposition learned to respond in a consistent manner to a social object. In Social Psychology, attitudes form valuable elements for the prediction of behavior. For the same author of the fish, the attitude refers to a feeling for or against a social object, which can be a person, a social fact, or any product of human activity. Based on various definitions of attitudes, Rodríguez defined attitude as a lasting organization &beliefs and cognitions in general, endowed with an emotional charge in favor or against a defined object, which predisposes to a consistent action with cognitions and emotions relating to that object. Attitudes are considered inter current variables, not be directly observable but subject to observable inferences.

CONCEPT OF ATTITUDE

The attitude is the voluntary disposition of a person given the existence in general or to a particular aspect of this. Humans in your life experience various emotions that are far from being motivated by his free choice; instead, the attitude encompasses those psychic phenomena on which man & use of freedom and that serve for the various challenges that arise in one way or another**.**

In addition to this categorization according to how we stop against our lives and from there is the attitude that we also take these types of attitudes (negative or positive) can be used to catalog our behavior to others, all other human beings that surround us. Between positive attitudes,

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which will surely come and strengthen our links with others either in family, friends, work, school, associations in which we participate, are: solidarity, friendship, understanding, be proactive, creativity, humor, among others. On the other hand, those which relate to the negative attitude and that tend to create conflicts and tensions with others are: selfishness, envy, jealousy, resentment, lie, greed, arrogance, indifference, among others, that can be identified.

E-LEARNING

E-learning involves delivery of content and resources per teaching and learning via different communication protocols. E-learning mechanism involves a variety of professionals such as instructional designers, course writers/ content craters, Reviewers, Graphic Designers and knowledge organizers/ Library and information professionals etc. Simply, e-learning is the mixture of technology and education e-learning covers a wide set of applications of computer-based learning, web-based learning, virtual classroom and online learning. E-learning is an interactive learning experience with access to online tutors which can be made available from any computer.

As we know, the teaching learning technology has progressed from classroom lectures to seminars to videodiscs and CD-ROMS to web based training and wireless communication through various learning objects. Learning objects include CDs, electronic books, (e-books), electronic Journals (e-journals), audiovisual aids etc. e-learning is considered as a more effective way of teaching to a large group of students, thereby providing consistency in educational quality. The opportunities made available through e-learning are both significant and numerous. However, when it is conferred with mobility its power is multiplied. Mobility allows the learners to have access to learning and information anytime and anywhere. As a result of rapid technological advances PDAs (Personal Digital Assistant) and wireless devices are also being used as e-learning tools. The use of PDAs has opened a number of possibilities and opportunities to enhance the educational experience and concept of distributed learning with the use of internet, we can deliver materials that may not only be viewed online, but also retrieved and stored on PDA for viewing at a later time. It permits the delivery of knowledge and information

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to learners at an accelerated pace, opening up new visitors of knowledge transfer. The biggest advantages of e-learning lie in its ability to cover distances. It is self-paced and learning is done at the learner's pace.

The students in the class use handheld computer or PDA's; the lecturer uses a notebook computer and the lecture hall has wireless support. The instructors need not write on the blackboard. Instead they 'beam' instructions to student's handheld computers. Handheld computing is fast gaining popularity all over the developed countries because of its affordability, portability and versatility. The biggest advantage is that the students have access to the digital devices throughout the day. The students can easily transfer draft copies of papers to each other and make revisions resulting in peer editing. Digital cameras and portable scanners are also being used in the developed countries for instructions due to their simplicity and affordability. All these things are possible only because of internet, which as we all know is a global collection of interconnected computer neutrons. These play a very important role in the teaching and learning environment of information society. The information needs and urgency in acquiring the needed information has made libraries to change rapidly. In order to achieve this end, the libraries use new information and communication technologies. The information communication and networking technologies have made considerable impact on traditional libraries and information centers.

Technology is changing the very nature of libraries. It is exerting a major influence on the strategic direction of libraries in the society wherein the users want instant access to information. This has resulted in digitization of documents and their storage in multimedia management systems accessible through browsers. Digital and virtual libraries, which play an important role in e-learning, are fast emerging as an integration of varied technologies like hardware technology, software technology, networking, web technology etc. The internet has transformed the concept of a library. The availability of massive amounts of information on the internet requires expertise for improving the quality of searches and for constructing and maintaining databases and www – based information services meant for end users so as to satisfy their

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educational and information needs. With the growing importance of rich media content in higher learning, libraries throughout the world are meeting increasingly mobile demands of users to access these learning resources.

The rapid development of information and communication technologies during the past two decades has had many points of contact with education and training. The development of technology is placing new demands on expertise and it is also leading to the increasing use of information technology in teaching and learning. Wireless connectivity, notebooks, PDAs and their design and use, a transition from e-learning to m learning is one of the challenges being faced by educational institutions. The world is going through a phase of globalization and the success of an organization depends on how quickly its workers are able to learn and transmit various skills required today. U.S. and Europe have already adapted to e-learning to a large extent. In fact, there is a widespread recognition that the digital device is a significant problem between the developed and developing countries.

India is currently the fourth largest economy in the world that is attracting global demand for its information technology and software services. However, India suffers from telecommunication infrastructure bottle necks like lack of band width, low lease-based lines high cost of software and slow servicing, which create hurdles in the growth of information technology in India. Although e-learning is being used in the corporate sector in India for providing in-service training yet we have a long way to go. Gurukul online is the first educational portal for information technology industry in India. E-learning portals like Zed Univ., NIIT's Net varsity and Aptech's online varsity also came to the fore about a few years ago. Institutions like IGNOU are doing well in this field. In fact a major e-learning initiative in this direction is the Sheplhakarma project that provides the schools with the essential five C's computer, content connectivity, coaching and models of commercial sustainability. E-learning is still new in India and needs to pick up if education is to far reaching implications distance education has always been considered inferior to traditional education (i.e. teacher-mediated

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method of learning) in India. This requires a cultural shift. We have to change the mindset of people by education them about the power of e-learning.

With e-learning students will learn up to twice as much in half the time that they would in classroom teaching. This is because the course progresses as fast as the student can without worry for other student or an instruction. Every instructor has his or her own style, which may not be best for student learning. Some days the instructor is in top form and delivers a great class. Other days he or she may be bored, tired or simply unmotivated. With e-learning the course is software driven and each student receives the same high quality content. Well-designed e-learning can increase retention over instructor led-training by up to 40% according to ASTD. In e-learning there are no actual classrooms, no teachers or textbooks, but it gives the impression of studying in a classroom. E-learning means no travel, no schedule conflicts, no equipment issues, consistent instruction, higher retention and less money than instructor-led training.

Justification of the statement

The paradigm shift in the field of education triggered by grey revolution is matched by real life teaching learning situations. The whole game of education becomes learner centered and learning centered. To be in the paradigm shift, the world of education witnessed any teacher of any level of education must adapt their relationship with learner, switching from soloist with learners, switching from soloist to accompanist and shifting the emphasis from dispensing information to helping learners seek organized and managed knowledge guiding them rather than molding them. One of the main tasks of education in a modern society is to keep pace with the advancement of technology in acquiring the related information from reliable e-resources. One has to change the mind set of people by educating them about the powers of e-learning. The application of ICT for teaching and learning in real classroom depends very much on the ICT skills that the teacher possesses. There is no single agency or single well-conceived curriculum for ICT skills or training to trainers or a definite set of ICT skills or competencies that the trainees are expected to possess. Hence, there is a need to prepare a comprehensive set of ICT skills to be possessed by trainees and to find out if the trainees possess the identified set of skills.

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The need is more pronounced in the case of the teacher – educators as they are teaching college students at a point of transition in their education. Online learning could help bridge the gap between education and formal and non-formal education. The attitude towards e-learning in classroom instructions is important factor among teachers' educators in order to implement the usage of it in a productive way. The need for understanding teacher educator's attitude towards e-learning becomes essential. Hence, the present study has been undertaken to the study attitude of teacher educators towards e-learning.

Statement of the Problem

Attitude of Teacher Educators towards E-Learning.

Operational Definitions

Attitude

An Attitude is an individual's degree of liking or disliking for something. Attitude is generally positive or negative view of person. Thus, G.W. Allport (1935) rightly observes, "The concept of attitude is probably the most distinctive and indispensable concept in contemporary social psychology."

E-Learning

E-learning is an electronic learning. E-learning is learning utilizing electronic technologies to access educational curriculum outside the traditional classroom.

Teacher educators

The teachers working in the colleges of education are teacher educators.

Objectives of the Study

●To study the attitude of teacher educators towards E-learning

●To study the difference in the attitude of male and female teacher educators towards E-learning

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●To study the difference in the attitude of rural and urban teacher educators towards E-learning

Hypotheses of the Study

●Teacher educators have favourable attitude towards e- learning.

●There exists no significant difference in the attitude of male and female teacher educators towards E-learning.

●There exists no significant difference in the attitude of rural and urban teacher educators towards E-learning.

Delimitations of the Study

1. The present study was delimited to only two districts of Punjab i.e. district Fatehgarh Sahib and Ludhiana.
2. The study was delimited only to teacher educators.

Method

For the present study, Descriptive Survey Method was used by the investigator.

Sample of the Study

The present study, the purposive random sampling technique was used. In order to collect the data for the study, out of 22 districts in Punjab, two districts were selected randomly. Then, 10 colleges of education were selected randomly from that district. Thereafter, 100 teacher educators were selected randomly from these colleges.

Tool used

A self-made questionnaire was used by the researcher to study the attitude of teacher educators towards e-learning**.**

Statistical Techniques

The following techniques were used. Mean, Standard Deviation, t- test and Percentage.

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Analysis and Interpretation of Data

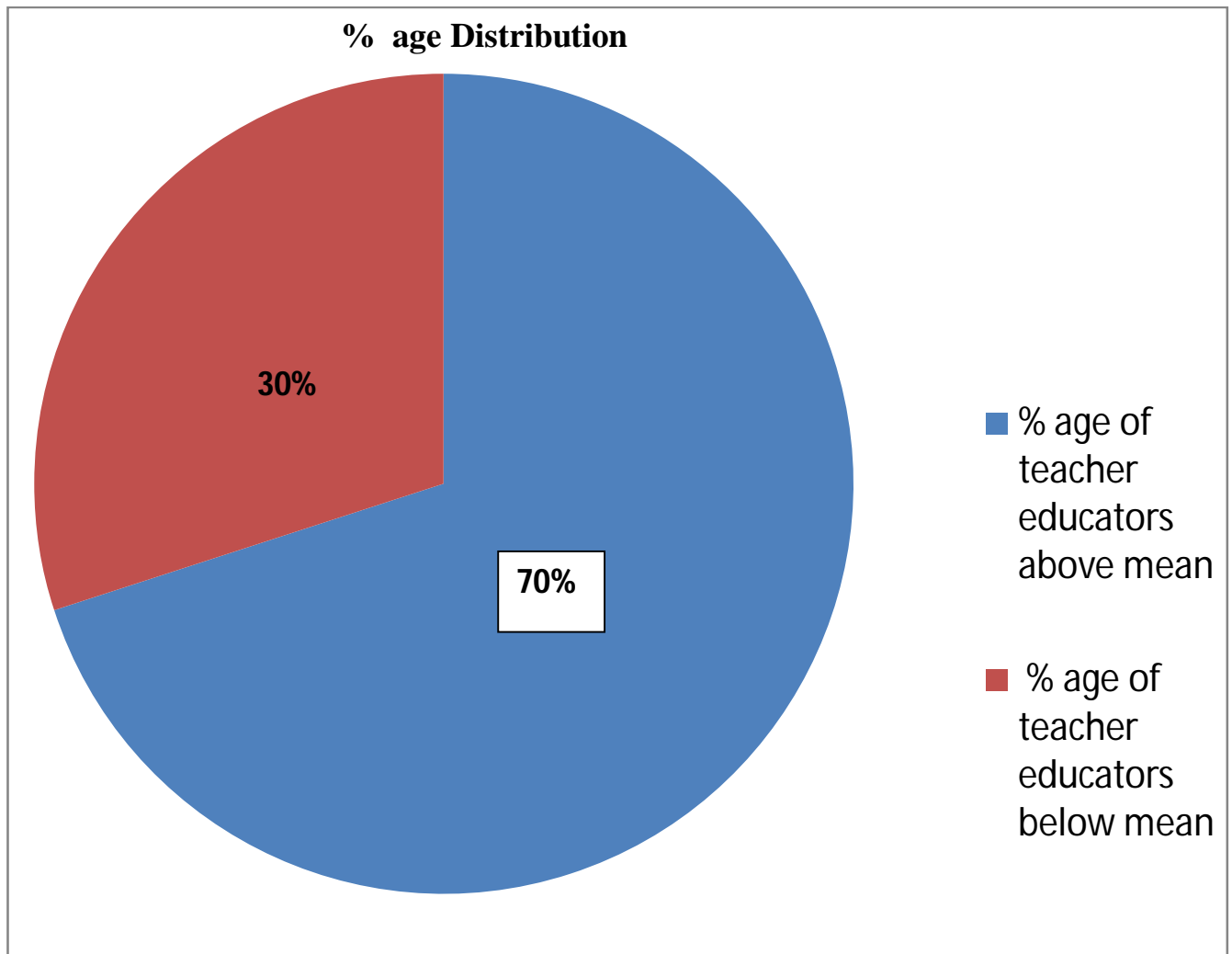**Hypothesis No.1:** Teacher educators have favourable attitude towards e- learning

Table-1

Showing percentage distribution of attitude of teacher educators towards e-learning (N=100)

Variable	Size of sample	Mean	%age of teacher educators above mean	%age of teacher educators below mean
Teacher educators	N=100	21.45	70 %	30%

From the table no.1, analysis of observed scores, revealed that the mean scores of teacher educators are 21.45 and out of 100 teacher educators, 70% teacher educators lie above mean and having favourable attitude towards E-learning and 30% teacher educators lie below mean and having unfavourable attitude towards E-learning. Hence, the majority of the teacher educators have favourable attitude towards E-learning. Thus, our hypothesis "teacher educators have favourable attitude towards E-learning" stands accepted.

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Figure 1: Pie chart showing percentage distribution of Teacher Educators towards e-learning.

% age Distribution

30%

70%

■ % age of teacher educators above mean

■ % age of teacher educators below mean

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Hypothesis No.2 There exists no significant difference in the attitude of male and female teacher educators towards e-learning.
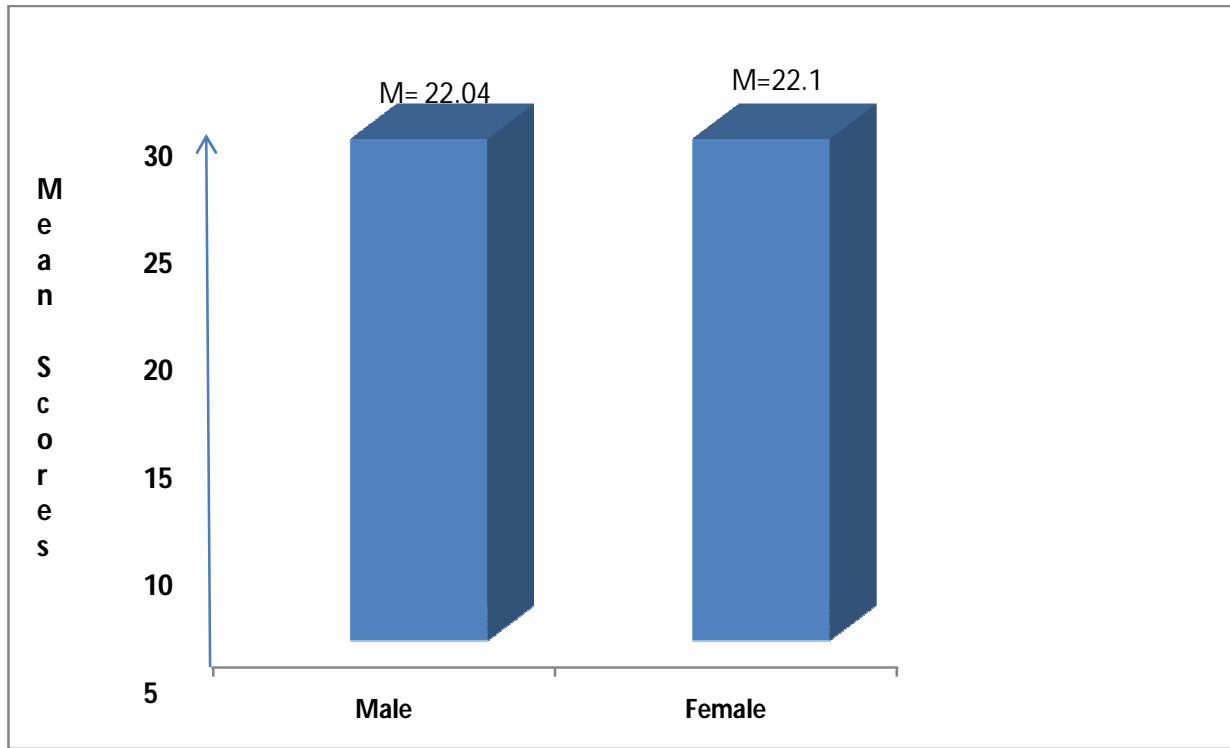
Table 2

Showing "t" value for the attitude of male and female teacher educators towards e-learning (N=100)

Variables	Size of sample	Mean Scores	S.D	$S.E_D$	df	t-value	inference
Male	N=50	22.04	1.787	0.337	98	0.178	Not significant at 0.05 level
Female	N=50	22.01	1.61				

It is quite clear from table 2 that the mean scores of male teacher educators are 22.04 and SD is 1.787. The mean scores of female teacher educators are 22.01 and SD is 1.61. The calculated "t" value is 0.1787. From table, t-value at 0.05 levels is 1.96 and t-value at 0.01 levels is 2.58. So, our calculatedt-value is less then table value at both levels of significance i.e. at 0.05 level and 0.01 level. The null hypothesis is not rejected.

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Figure 2: Showing mean scores of attitude of male and female teacher educators towards e-learning.

Hypothesis No. 3 There exists no significant difference in the attitude of rural and urban teacher educators towards e-learning.
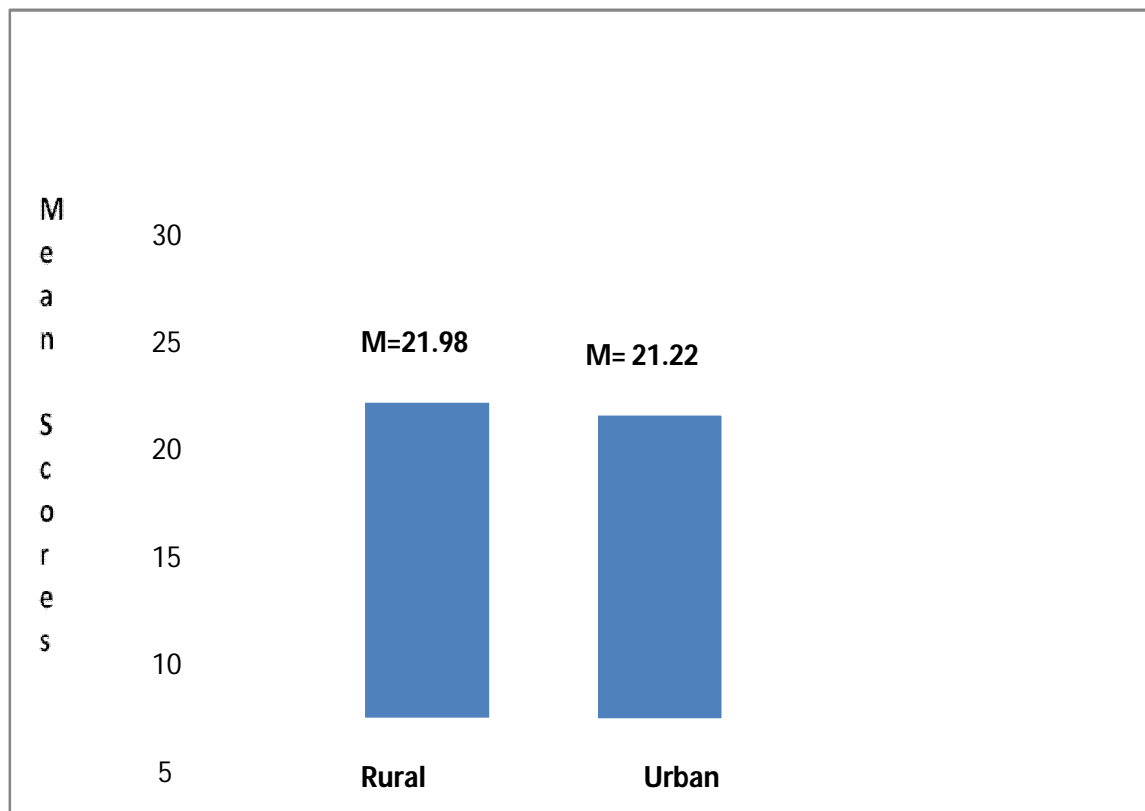
Table 3

Showing "t" value for attitude of rural and urban teacher educators towards e-learning (N=100)

Variables	Size of sample	Mean Scores	S.D	$S.E_D$	d f	t-value	inference
Male	N=50	21.98	1.675	0.325	98	2.34	Significant difference at 0.05 level
Female	N=50	21.22	1.497				

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It is quite clear from table 3 that the mean scores of rural teacher educators are 21.98 and SD is 1.675. The mean scores of urban teacher educators are 21.22 and SD is 1.497. Our calculated "t" value is 2.34. From table-3 t-value is 1.96 at 0.05 levels and t-value is 2.58 at 0.01 levels. On comparison, our calculated t-value is more than table t-value at 0.05 level of significance and less than table t-value at 0.01 level of significance. This shows that significant difference exists in the attitude of rural and urban teacher educators towards e-learning at 0.05 level and no significant difference exists in the attitude of rural and urban teacher educators towards e-learning.

Therefore, the null hypothesis-3, There exists no significant difference in the attitude of rural and urban teacher educators towards e-learning", is rejected at 0.05 levels and stands accepted at 0.01 levels.

Figure 3: Showing mean scores of attitude of rural and urban teacher educators towards e-learning

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Main Findings

The main findings derived from the analysis of data are as given below:-

- 70% teacher educators have favourable attitude towards e-learning and 30% teacher educators have unfavourable attitude towards e-learning.

- There exists no significant difference in the attitude of male and female teacher educators towards e-learning.

- There exists significant difference in the attitude of rural and urban teacher educators towards e-learning, at 0.05 levels and no significant difference exists at 0.01 levels.

Educational implications

The research work is considered worthwhile only if it has some importance for related area. This study has implications for the teacher educators; the teacher educators may be encouraged to make use of the online resources at the institution for their academic and professional development. Efforts may be made to train the teacher educators in the application of ICT skills in the teaching learning process. Teachers play an important role in the implementation of ICT in teaching and their attitudes have proved to be significant predictions of technology use in other words, teacher educator attitude towards the use of ICT for educational purposes is one key factor for the success of the ICT utilization.

Education is facing the challenge between technological advancement and educational innovations. e- Learning has shown great potential in bridging the gap between these two ends. Since the findings of our study shows the attitude of teacher educators towards e-learning is positive. E-learning development is not just about the technology. It is also about supporting the learner's journey. Paradigms such as "just- in- time" and "at own pace" learning, student centered and collaborative approaches have emerged and are supported by the technological advancement. However, there impact is governed by successful integration of pedagogical philosophies within the curriculum.

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New technologies needs thoughtful introduction into a conventional curriculum. E-learning managers and school policy makers will face continuous challenges designing e-learning systems. But, mostly teacher educators and also teachers tented to use ICT applications and resources for educational purposes, such as internet, power point presentation, CD ROM etc. Teacher educators must use e-learning incorporate with the classroom teaching in order into improved the achievement of students.

Teachers play an important role in the implementation of e-learning and their attitudes have proved to be significant predictor of technology. Thus e-learning to be widely used in higher education, there is a need for the provision of appropriate training at different levels, the development of expertise in e-learning use. Also teacher educators should be encouraged to try e-learning strategies in their own courses. They could be assisted in preparing e-content for their courses. There must be scope for knowing and making use of modern technologies like interactive white boards, blogs, etc.

Teachers need the support from the institution in order to make use of new technologies in the teaching learning process. It is necessary that, in the near future, e-learning environment are to be made popular among teachers of higher education so that a positive attitude could be developed toward E-learning.

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