

ATTITUDE OF ARTS AND SCIENCE COLLEGE TEACHERS TOWARDS E-LEARNING

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ABSTRACT

Education is no longer constrained to the four walls of the classroom, thanks to current technology, notably the Internet. Measuring attitudes and making attempts to enhance attitudes towards technology are critical to effecting change through technology. The main objective of this study is to determine whether teachers attitudes towards e learning alter based on various background variables. Purposive sampling was used to choose the teachers. The sample of 174 college teachers was selected for the study. The researcher developed the attitude of higher education teachers towards e-learning tools. According to the findings, male teachers show a more positive attitude towards e-learning than female teachers. Teachers who are working in aided colleges are better than their counterparts in the attitude towards e-learning. Teachers who have below five years teaching experience are better than their counterparts in the attitude towards e-learning.

Keywords: Technology, Electronic Learning, Learning Resources, College Teachers, Learning Environment.

Introduction

The learning process has evolved dramatically in the twenty-first century, as has the broader view on teaching and learning. With the advent of new technology, many conventional institutions have adopted innovative methods to improve student learning. The use of electronic media and information and communication technology (ICT) in education is known as e-learning. E-learning is a modern educational tool that first appeared in full force during the Corona period. E-learning not only revolutionises and makes education more accessible, but it also creates daunting difficulties to both professors and students. E-learning has a potential to foster learner participation, promote critical thinking, increase student motivation, and create a positive learning environment.

E-Learning Web Apps

E-learning web apps assist in the academic process of learners. It has broken down the barriers of location and time, allowing students and teachers to stay linked from anywhere in the world. Using e-learning web applications aids in providing learners with an excellent virtual learning experience. Google Classroom, Google Meet, Zoom Education, Scratch, Edmodo, and other interactive e-learning programmes are popular. E-learning technologies enable us to study at work, at home, or while travelling. It has increased open access to education, including full-time degree programmes.

Related Literature

Uyar (2023) explored the student's attitudes towards e-learning at territory level: a focus on Turkey: student's attitudes towards e-learning. The study engaged the participation of 930 students from Hatay Mustafa Kemal University, with 34 students participating in the qualitative component. The study employed the "Attitude Scale towards E-learning" and the "Semi-Structured Interview Form" to collect data. According to the findings, students exhibited a positive attitude towards e-learning. Male students, students with previous e-learning experience, students with a home internet connection, personal computers, and students majoring in technical

disciplines were shown to have a more favourable attitude towards e-learning. Students stated the benefits of e-learning as providing access from anywhere, simplicity of access, accessibility at any time, the opportunity to modify courses, and access to a wide range of material as advantages. Students mentioned failure in network connection, a lack of equipment, and a lack of internet access as challenges experienced throughout the e-learning process.

Alasmari (2022) investigated on the Attitudes of Public-School Teachers towards E-learning in Saudi Arabia. A quantitative approach was used, which included the usage of a Google Form questionnaire. The survey gathered answers from 202 public-school teachers of English across Saudi Arabia. According to the findings, teachers had generally neutral attitudes towards e-learning, positive opinions of its advantages, and neutral views of its limits. 55.4 percent of teachers said the training programme provided at the commencement of the year was beneficial. 54.8 percent of teachers believed that the initial use of e-learning in Saudi Arabia was a success. E-learning was chosen by 53 percent of teachers, while face-to-face sessions were favoured by 52.5 percent of teachers.

Prakasha et al. (2022) examined University Students' Attitude towards e-Learning and Their Academic Achievement during COVID-19. The current study provided an e-learning attitude scale to 840 students from a reputable university to determine if they had a good or negative attitude towards e-learning, and it also examined e-learning attitude across students' demographic factors. The study found a minor favourable relationship between e-learning attitude and academic success in postgraduate students but not in undergraduate students. Girls outperformed guys in terms of accomplishment and have a more favourable attitude towards e-learning. Boys expressed a dislike to e-learning.

Objectives Of The Study

1. To investigate the attitudes of instructors working in Arts and Science Colleges towards e-learning.
2. To determine if teacher attitude towards e-learning shift based on certain background variables.

Methodology

This study used the survey approach. The study's population consisted of teachers from Arts and Science Colleges in Tirunelveli District, Tamil Nadu. The sample was drawn from Arts and Science Colleges that have e-learning capabilities. Purposive sampling was used to choose the teachers. The research included 174 college teachers. The researcher developed the attitude of higher education teachers towards e-learning tools. The tool is made up of 16 statements. Ten of the sixteen statements were positive, while six were negative. To collect data for the current study, the researcher distributed the tools to teachers working in Arts and Science colleges.

Data Analysis And Interpretation

Table 1 Level of Attitude towards e-learning scores

Levels	Scores	No. of Teachers	Percentage
Low	0-25	28	16.09 %
Average	26-50	51	29.31 %
High	51-75	95	54.59 %

According to Table 1, the levels of attitude towards e-learning scores of arts and science college teachers in Tirunelveli District range from low to high. 16.09 percent of teachers belong to low levels, 29.31 percent teachers belong to average levels, and 54.59 percent teachers belong to high levels. A maximum of 95 teachers (54.59%) come under the high level category. Hence, it is concluded that the Arts and Science college teachers have a high level of attitude towards e-learning.

Table 2 Attitude towards e-learning and variables with respect to Gender

Category	Gender	N	Mean	SD	't' Value
Attitude towards e-learning	Male	46	69.74	6.50	0.30**
	Female	128	68.62	10.24	

** Not Significant at 0.05 level

Table 2 reveals that the 't' value of 0.30 is not statistically significant at the 0.05 level. The findings indicate that there is no significant difference in attitudes towards e-learning between male and female college teachers. Furthermore, it can be noted that male teachers mean attitude towards e-learning is 69.74, which is higher than female teachers mean scores of 68.62. As a result, it is determined that male teachers have a more positive attitude towards e-learning than female teachers.

Table 3 Mean scores of Attitude towards e-learning with respect to Locality of Residence

Category	Locality of Residence	N	Mean	SD	't' Value
Attitude towards e-learning	Rural	75	69.70	9.44	0.86**
	Urban	99	70.93	9.52	

** Not Significant at 0.05 level

Table 3 shows that the 't' value of 0.86 is not significant at the 0.05 level. The findings imply that there is no significant difference in attitudes towards e-learning between rural and urban Arts and Science College teachers. Further, it can be seen that the mean attitude towards e-learning scores of teachers living in urban area is 70.93, which is higher than that of the teachers who are living in rural area whose mean scores is 69.70. As a result, it can be concluded that teachers living in urban areas have a more positive attitude towards e-learning than teachers living in rural areas, regardless of their locality of residence.

Table 4 Mean scores of Attitude towards e-learning with respect to Locality of College

Category	Locality of College	N	Mean	SD	't' Value
Attitude towards e-learning	Rural	122	70.23	9.31	0.21**
	Urban	52	70.05	9.56	

**Not Significant at 0.05 level

Table 4 shows that the 't' value of 0.21 is not significant at the 0.5 level. According to the findings, there is no significant difference in attitudes towards e-learning between Arts and Science college teachers working in rural and urban areas. Furthermore, it can be noted that the mean attitude towards e-learning scores of teachers working in rural areas are 70.23, which is higher than the mean scores of teachers working in urban areas, which are 70.05. As a result, it is determined that teachers working in rural areas have a more positive attitude towards e-learning than teachers working in urban areas with respect to their locality of college.

Table 5 Summary of ANOVA showing the Significance of Difference among the Mean Attitude of E-Learning Scores of the Sample, sub-grouped on the basis of their Type of Management

Category	Type Management of	Sum Squares of	df	Mean Square	F
Attitude towards e-learning	Between Groups	162.36	2	81.18	1.32**
	Within Groups	4364.17	173	25.22	
	Total	4526.53	175		

** Not Significant at 0.05 level

The above table shows that the F value of 1.32 is not significant at 0.05 levels. The above table illustrates that there is no significant difference in the attitudes of Arts and Science College teachers regarding e-learning based on their type of management.

Table 6 Mean Techno-Pedagogical practices scores of the Sample, Sub-Grouped on the basis of their Type of Management

Variables	Type of Management	No. of Teachers	Mean
Techno-Pedagogical Practices	Government	21	26.82
	Aided	79	25.94
	Self-Finance	74	25.58

The table above displays the mean attitude towards e-learning scores of Arts and Science College Teachers of Tirunelveli District, sub-grouped by management type. Based on the data, it is stated that teachers working in aided institutions have a more positive attitude towards e-learning than their counterparts.

Table 7 Summary of ANOVA showing the Significance of Difference among the Mean Attitude of E-Learning Scores of the Sample, sub-grouped on the basis of their Teaching Experience

Category	Teaching Experience	Sum Squares	df	Mean Square	F Value
Attitude towards e-learning	Between Groups	196.34	2	98.17	1.34**
	Within Groups	4126.78	171	24.13	
	Total	4323.12	173		

** Not Significant at 0.05 level

The accompanying table shows that the F value of 1.34 is not significant at 0.05 levels. The accompanying table illustrates that there is no substantial difference in the attitudes of Arts and Science College teachers regarding e-learning based on their teaching experience.

Table 8 Mean Techno-Pedagogical practices scores of the Sample, Sub-Grouped on the basis of their Teaching Experience

Variables	Teaching Experience	No. of Teachers	Mean
Techno-Pedagogical Practices	Below 5 years	23	26.32
	5-10 years	54	25.54
	10 years and above	97	24.18

The table above displays the mean attitude towards e-learning scores of Arts and Science College Teachers of Tirunelveli District, sub-grouped by Teaching Experience. Based on the above data it is concluded that the teachers who have below five years teaching experience are better than their counterparts in the attitude towards e-learning.

Major Findings

The following are the major findings of the study

- ❖ The level of attitude towards e-learning among Arts and Science College teachers is found to be high.
- ❖ Male teachers have high attitude towards e-learning than the female teachers with respect to their gender.
- ❖ Teachers who are living in urban area have high attitude towards e-learning than the teachers who are living in rural area with respect to their locality of residence.
- ❖ Teachers who are working in rural area have high attitude towards e-learning than the teachers who are working in urban area with respect to their locality of college.
- ❖ Teachers who are working in aided colleges are better than their counterparts in the attitude towards e-learning.
- ❖ Teachers who have below 5 years teaching experience are better than their counterparts in the attitude towards e-learning.

Suggestions

From the finding, it is found that there is a high level of attitude towards e-learning among Arts and Science College teachers which imply that the Arts and Science College teachers have realized the importance and benefits of e-learning. Similarly the level of attitude towards e-learning was found to be high. This reflects the

positive trend of the Arts and Science College teacher's in attitude towards e-learning for their future teaching. The management and the government should give importance for the attitude towards e-learning in the college like digital library, on-line learning, on-line journals etc. More facilities for attitude towards e-learning may be provided to the rural Arts and Science College teachers by providing in service training by the government. Workshop and seminar on e-learning integration in teaching and learning may be included in the college education curriculum at all levels. Establishment of proper instructional and infrastructural facilities for e-learning integration in all the college education should be made mandatory.

Discussion

it is inspiring to compare the findings about teachers overall views to the findings of karmakar and Behera (2015) , who discovers that higher secondary school instructor in west Bengal, India, had neither good nor negative attitudes towards e-learning however, current study's findings do not corroborate earlier research on instructors' views towards e-learning. The study included 258 teachers selected from four higher education institutions using stratified, simple random selection. Teachers were shown to have good attitudes towards e-learning, with computer exposure playing a statistically significant role in their opinions. It is advised that teachers receive e-learning training to broaden their expertise of e-learning (Kisanga 2016). During Covid-19 in Pakistan, there was a positive association between technology acceptability and e-learning among teachers. Overall, respondents were positive about e-learning acceptability during the lockdown scenario and its effects on students' academic achievements (Alhumaid 2020). The study's findings indicate that gender disparities (male or female) has no effect on university students' attitudes, and that faculty members at Mosul University have the potential to successfully execute e-learning programmes (Younis 2021). Online learning, which is based on the use of various electronic educational platforms, differs substantially from the old systems and fundamentally alters the whole educational process, including modes of knowledge acquisition, control and assessment (Mukhametshin 2021). Students who have access to a computer have much better attitudes than those who do not. 72.2 percent students disagreed with the statement, "E-learning will provide me with better learning opportunities than conventional learning methods"(Gullu 2022). Male students were considerably more confident than female students when it came to connecting to the internet and printing items from it. Students who had had previous exposure with e-learning indicated that they would be significantly more nervous working with computers than those who had not (Sanchez 1023).

Conclusion

However, additional research on this problem is required because this study only included Arts and Science college teachers. There is a good chance that the findings will differ from one field to the next. Furthermore, further study is required in each region of India to precisely assess the benefits and drawbacks of e-learning. These views may change in the future for both teachers and pupils when training programmes are implemented. This highlights the need for more study in this area. As this study used a quantitative technique, future research could employ a qualitative or mixed approach to learn more on e-learning. In conclusion, study on student's attitudes is needed since they are one of the most influential factors influencing the effectiveness of the learning process.

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