

STUDY OF SCHOOL TEACHERS' OPINION ABOUT E-LEARNING

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Abstract

The present study compares the opinion of teachers of government secondary schools in the urban area of Ludhiana District of Punjab towards e-learning on the basis of gender and stream they teach in. A sample of 80 teachers was selected randomly from these schools. A self-made questionnaire having 30 items was used to collect the information related to different aspects of e-learning from the teachers. The result revealed that there was no significant difference between the groups of teachers towards e-learning.

Keywords: School teachers, Opinions, E-learning

Introduction

New information and new technologies have always affected, directly or indirectly the educational system. The reform and improvement of the educational system, changes to the content, and advancement of teaching and learning techniques are its outcomes. In this fast-paced technological world students need to develop a more global understanding, acceptance, and knowledge of themselves and others.

Education is becoming increasingly collaborative with the advent of the Internet, so it is no surprise that educators around the world are seeking improved methods of collaborating through the medium of the Internet. Higher education system is committed to changing the education

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system from a traditionally-based one to an information technology-based one. Here comes the role of e-learning. Students no longer need to attend a class online at the prescheduled time and location; with a vast amount of information on the World Wide Web (www), the students have access to materials outside their classroom lecture, library, and discussion between students.

E-learning refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. It includes web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the internet, intranet, extranet, satellite TV, and CD-ROM with multimedia capabilities (ISP, 2004).

Review of Literature

A review of literature provides helpful orientation for the definition of the problem, background or research design and a comparative data for analysis and interpretation of result. Moreover the familiarity with the related works adds quality to each study report in many respects.

E-learning is becoming increasingly prominent in tertiary education, with universities increasing provisions and more students signing up. It is an evolving, dynamic and rapidly changing educational opportunity that is a product of the advanced information technology environment. E-learning is essentially the network-enabled transfer of skills and knowledge (Anon, 2006).

According to Jung (2008), from learner's perspective there are seven dimensions in evaluating the e-learning quality: Interaction, Staff Support, Institutional Quality Assurance Mechanism, Institutional Credibility, Learner Support, Information and Publicity and Learning Tasks. This study provides the basis for balancing both views and planning learner-oriented quality guidelines for e-learning.

Alodiedat and Eyadat (2008) in this paper examine the extent and effects of intranet use on Ajman University students' achievement and self confidence. The study found that students using intranet and internet had a positive, high level of confidence in all items. In addition, the study found a weak correlation between self-confidence and achievement.

Alkhattabi et al. (2010) propose an assessment model for information quality in e-learning systems based on the quality framework they proposed previously. The proposed framework consists of 14 quality dimensions grouped in three quality factors: intrinsic, contextual representation and accessibility. Here they have used the relative importance as a parameter in a linear equation for the measurement scheme. The proposed metrics were computed to produce a numerical rating indicating the overall information quality published in a particular e-learning system. This assessment model could be useful to e-learning systems designers, providers and users as it provides a comprehensive indication of the quality of information in such systems.

According to Hsu et al. (2011), the combination of traditional in-class learning and e-learning has improved the performance of the low learning achievement students and reduced the gap between the low and high learning achievement students. This study demonstrated that the efficiency of e learning has an impact on students' examination grades.

Mohammad (2012) in his paper examines the impact of e-learning and e-teaching in universities, from both the student and teacher perspective. He suggests that e-teachers should focus not only on the technical capacities and functions of IT materials and activities, but must attempt to more fully understand how their e-learners perceive the learning environment.

Objectives

- 1) To compare the opinion of male and female teachers about the role of e-learning in teaching-learning process at Secondary level.
- 2) To compare the opinion of Arts and Science teachers about the role of e-learning in teaching- learning process at Secondary level

Hypotheses

- 1) There is no significant difference between the opinion of the male and female teachers about the role of e-learning in teaching-learning process at Secondary level.
- 2) There is no significant difference between the opinion of Arts and Science teachers about the role of e-learning in teaching-learning process at Secondary level.

Sample

The sample of the present study consisted of 80 teachers teaching in Secondary Schools of urban area of Ludhiana District of Punjab. 10 schools were randomly selected from the list of schools in Ludhiana district. Seventy teachers teaching the Secondary level students were randomly selected from the schools.

Tool

A self-made questionnaire having 30 items was used to collect the information related to different aspects of e-learning from the teachers. The reliability of the test was found to be 0.71.

Delimitations

The present study was delimited as follow:

1. Teachers of the Secondary level schools were sampled in the present study.
2. The present study was restricted to the urban area of Ludhiana district only.

Analysis and Interpretation of Data

Mean, standard deviation and t-test were applied to measure the perception of teachers towards e-learning.

Table I

Significance of Difference between Means of Male and Female Teachers

Group	N	Mean	S.D.	t-value
Male	40	117.4	13.46	0.37 ^{NS}
Female	40	116.5	7.61	

NS- Non-significant at 0.05 level of confidence

As it can be seen from the table-1 that the calculated value of 't' is less than the table value at 0.05 level of significance. Therefore, the null hypothesis-1 accepted. Thus as per the data obtained there is no significance of difference between the opinion of male and female teachers of Secondary level about the role of e-learning in teaching-learning process at secondary level.

Table II**Significance of Difference between Means of Arts and Science Teachers Category of Teachers**

Group	N	Mean	S.D.	t-value
Arts	40	116.33	12.92	0.85 ^{NS}
Science	40	118.42	8.73	

NS- Non-significant at 0.05 level of confidence

As it can be seen from the table-2 that the calculated value of 't' is less than the table value at 0.05 level of significance. Therefore, the null hypothesis-2 accepted. Thus as per the data obtained there is no significance of difference between the opinion of Arts and Science teachers of Secondary level about the role of e-learning in teaching-learning process at secondary level.

Findings and Conclusion

OBJECTIVES	FINDINGS	CONCLUSION
1. To compare the opinion of male and female teachers about the role of e-learning in teaching learning process at Secondary level	Mean of Scores of male teachers as obtained in questionnaire =117.4; S.D = 13.46 Mean of Scores of female teachers as obtained in questionnaire = 116.5 S.D = 7.61; t-value = 0.37	No significant difference was found between the opinion of male and female teachers about the role of e-learning in teaching learning process at Secondary level.
2. To compare the opinion of Arts and Science teachers about the role of e-learning in teaching learning process at Secondary level.	Mean of Scores of Arts teachers as obtained in questionnaire =116.33; S.D = 12.92 Mean of Scores of Science teachers as obtained in questionnaire = 118.42 S.D = 8.73; t-value = 0.85	No significant difference was found between the opinion of Arts and Science teachers about the role of e-learning in teaching learning process at Secondary level.

Discussion

In the recent years much development has taken place in the field of information & communication technology. We perceive its impact in almost every sphere of our life. Education is no less far behind; it too has availed itself of this opportunity. The use of computer, internet & social media influences the teaching-learning situations by improving general awareness, smartness & communication skill, helping the student and teacher to connect with the world.

Teachers of the Secondary schools also believe this as is reflected in their positive opinion about the role of e-learning in teaching-learning process at Secondary level. They all are aware of the changes and the development in the field of education. They make use of these while teaching in the classroom. The teachers' favourable opinion need to be tapped upon in enhancing the incorporation of e-learning techniques in daily classroom procedures.

Therefore it can be concluded that the use of computer, internet & social media in the field of education improves the general awareness, smartness, and communicative skills of the students. So, regarding the needs, the practical use of computer and general awareness about ICT in the field of education is necessary.

There is no significant difference between the opinion of the male and female teachers on the role of e-learning in teaching-learning process at Secondary level as the 't' value is not significant at 0.05 level of significance. So it can be concluded that the teachers of Secondary level perceive that e-learning has an important role to play in the education of the Secondary level students. No gender discrimination was found in the teachers' opinion towards role of e-learning.

In this research there is no significant difference in the opinion of Arts and Science teachers on the role of e-learning in teaching-learning process at Secondary level as the 't' value is not significant at 0.05 level of significance. So it can be concluded that all the teachers of Secondary level, irrespective of their streams, consider the importance of e-learning in the education of this generation's students as this will provide them a more conducive environment for learning and at

the same time prepare them for the future life that they are going to adopt. The findings thus suggest equally important role of e-learning in all the school subjects.

Overall it can be concluded that the teachers, though they are divided by gender and the subjects they teach, are unanimous and hold a positive view about the role of e-learning in the teaching-learning process at Secondary level and also assert its importance in the present educational setting as it is very much helpful in enhancing the students' performance, knowledge and skills. Its introduction in the field of education, especially in the teaching learning process within the classroom, will enhance the quality of education & increase students' motivation in learning and thereby will be helpful in satisfying the basic purpose of education. But it is still not a supplementary process of class room teaching as there are huge lack of proper infrastructure for the use of e-learning in every educational institution and so more research should be conducted on the application of e-learning in the field of secondary education; student-teacher trainings are necessary.

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