E-Learning: Attitude of Graduating Students- A case study of Kendrpara(Auto)College

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Abstract:- *E-learning ensures flexibility and efficacy whereas face to face learning environment provides the social interaction which is otherwise known as on line and traditional instruction or blended learning. E-learning teaching technology improves students learning where faculty members associated with e-learning methods can teach well in order to achieve desired course goals as well as objectives of education more effectively.*

Key Words: E-learning, Face to Face learning, Models of E-learning, attitude of Students
Introduction-

    Science and Technology has brought a revolutionary change in teaching learning process. The dawn of 21st century is witnessing phenomenal growth of ICT. Computational power is controlling the teaching learning approaches. The exposition of digital technology is rapidly altering our brains-new neural pathways are constructed in brain, oldness weaken. Due to the advent of information technology, brains of users-Learners are expanding their ideas at a speed like never before. Now learners are wanting to learn more, better & faster. Technology based learning today makes all possible. This digital technologies create good learning environment with well designed, learner centered, interactive and facilited learning to anyone, anywhere and anytime. Recently developed application of technology in education enables learner to learn beyond four walls of a class room. Education is no more confirmed within four walls a class room it goes beyond that due to recent innovations in the application of technology. E-learning as well as traditional learning environment ideally the useful aspects of both approaches have changed the system of education.
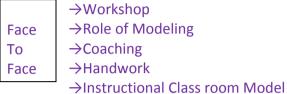
    E-learning is carried on through internet and teacher and students in different physical environments via e-mail, forums.E-learning ensures flexibility and efficacy whereas face to face learning environment provides the social interaction which is otherwise known as on line and traditional instruction or blended learning. The main aim of this learning is to
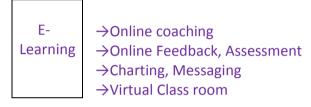
provide teaching learning process more effectively and efficiently. It is the thoughtful integration of class room face to face learning and on line experiences.

E-learning through face to face class room instruction and on line teaching becomes the need of the hour which fulfills the present crisis of methods of teaching among the pupils in the class room environments. It is self paced e-learning having simulation, e-mail, bulletin board instruction, interactive learning modules, web training modules, online resources links, knowledge data base, blogs, CD/DVDs or other forms of computer based learning.

Face to face teaching learning process is carried on as per the components.

Face To Face	→Workshop
	→Role of Modeling
	→Coaching
	→Handwork
	→Instructional Class room Model

E- Learning	→Online coaching
	→Online Feedback, Assessment
	→Charting, Messaging
	→Virtual Class room

Studies Conducted-

E-learning having traditional learning environment is a new concept of learning which has come to class room situation as per the recommendations of NPE 1986.The NPE 1986 has given special emphasis on computer assisted instruction in order to promote quality of education in stages of education. In this context Horton(2000) in his study has given much emphasis on teaching through on line and traditional instructions, where as Dean 2001 should in his study that providing several online options in addition to traditional class room training actually increased what students learned. Supporting this point Flavin 2001 started that there is a higher completion rate for students in e-learning class room than to those in strictly e-learning situations. As per the study of Dziuban & Moskal 2001, learners are engaged in class room due to e-learning technology. Colis and Moonem 2001 studied on e-learning which is a hybrid of traditional face to face on line learning so that instruction occurs both in class room and online, where on line component becomes a natural extension of traditional class room learning.

Use of technology in education is rewarding for both students and the academics as per the study of Willians(2002).Considering the impact of globalization Garrison & Kanuka 2002 studied on online learning which has become popular as it provides the students with more flexible access to course content and instructions at anytime from anywhere with unlimited educational discourse.

On the other hand the study of Aycock 2002 observed that students do a better job of writing, learning course materials, mastering concepts and applying what they have learned compared to students in their traditional sections by solving learning problems. Supporting the evidence of Aycock 2002 study, another study of Garnham & Kaleta 2002 suggested that Students/Learners learn more in e-learning course than they do in comparable traditional

class sections. In the light of the study Delacey and Leonard(2002),Spika 2002 have explicated that e-learning technology improved learners standard with a view to providing self directed learning through various projects and time management skills. In addition to these studies Trasler 2002 advocated on e-learning which brings effective result in Industrial and Commercial Training courses. After analyzing the above research studies Driscoll(2002) has brought the followings findings of modalities.

- Adding of technology based learning (Virtual class room, Self paced instruction, collaborative learning, streaming video, audio and text).

-Adding Pedagogical approaches (Constructivism, behaviorism, cognitivism)

-Mixing/adding instructional technology (face to face internet, video tape, CD-ROM, Web-based training).- Integrating instructional technology with real service facilities.

The study of Thomson(2003) and Troha(2003) have highlighted on one point that online self study enhances learning-easy to interpret, easy to get straight forward information and learner is to grasp knowledge of his own. Voos(2003) suggested that when learning design, training and development and the systems and support are well organized by e-learning then students and faculty members get satisfaction in learning environment. In contrast to this study Wolverton(2003)revealed that there was a mixture of positive and negative feedback from learners regarding online learning although it appears that the favorable comments out weight the negative ones. Jeffrey(2003)mentioned the potential to serve any learner, at anytime, in anyplace. But failed students who are not attending traditional class room teaching can somehow develop their standard of learning. Twigg(2003)suggested that e-learning reduces the instructional resource costs for the course.

Roval and Jordan(2004) started that e-learning produces deep sense of community spirit among the learners where the study of Heinze and Procter(2004)explained that e-learning has flexibility and compatibility with working life. Teaching on e-learning courses have less drop out as compared to other system of learning as per the studies of Dziuban, Hartman, Juge, Moskal & Sorg(2005).E-learning provides better learning out comes according to the views of Bonk, Kim and Zeng(2005).Besides these studies Hiltz and Turoff(2005) strongly supported that instruction of asynchronous learning networks to campus courses will be viewed as a critical breakthrough in improving learning where McCombs & Vakili (2005) had drawn a similar conclusion because e-learning can lead to a more learner centered education environment.

Vaughan(2007)explained the dealing of teachers loss of control, lower student feedback grades and general uneasiness about the impact of on line learning on classroom relationship. Walters(2008) reported that obstacles were considered barriers to the success e-learning program are institutions choice of learning technology and students capacity to learn e-learning environment that uses technology. According to Larson and Chung-Hsien(2009),students performance and satisfaction in e-learning courses and fully on line course compare favorably to face to face classroom instruction. The study of Skelton(2009)revealed that learning experience is increased in a hybrid format through students participation in all aspects of learning environment. Some faculty is not comfortable with pure online teaching and e-learning allows them to maintain the familiarity and security of some face to face contact with their students as per the study of Picciano(2009).Smith(2010)explained in his study that number of potential advantages in e-learning are emerging due to accessibility, Pedagogical effectiveness and course interaction.

Objectives of the Study-

Following are the objectives of the study-
(i) To study the models of e-learning in teaching learning process.
(ii) To examine the challenging issues in e-learning process.
(iii) To find out the significant difference in the attitudes of Boys & Girls, urban & rural areas of Kendrapara (Auto)College towards e-learning & traditional learning process.

Hypotheses-
To achieve these objectives following hypotheses were made for the study-
(i) There exists no significant difference in the attitude of Boys & Girls students towards e-learning teaching learning process.
(ii) There exists no significant difference in the attitude of rural and urban boys & girls towards e-learning teaching learning process.

Methodology-
Sample-
The sample comprises of 280 graduate students of which 140 boys and 140 girls were selected randomly from Kendrapara (Auto)College, Kendrapara, Odisha.

Instruments-
A self-made questionnaire namely 'Scale of students' attitude towards e-learning (SSATEL) was used to collect data from the sample. The questionnaire contains 50 items related to e-learning methods. Each statement of the scale was arranged on a five point scale i.e strongly agree(SA),agree(A),uncertain(U),Disagree(DA) and strongly Disagree(SD).

Scoring-
For scoring the questionnaire, a score of 5,4,3,2 and 1 was assigned to the category strongly agree (SA), Agree(A),Uncertain(U),Disagree(DA),and Strongly Disagree(SD) respectively. The techniques of analysis of data were percentage, mean, standard deviation and 't' test.

Analysis and Discussion-
The collected data as per the objectives of the study were analyzed by employing percentage and 't' test which are shown in the following tables.

Table-1-Components of e-learning method

Sl.No	Components	Boys	%	Girls	%	Total	%
1	Rotation Model	132	94.28	128	91.42	260	92.85
2	Flipped Model	124	88.57	122	87.14	246	87.85
3	Flex Model	130	92.85	120	85.71	250	89.25
4	Self Model	136	97.14	126	90	262	93.57
5	Virtual Model	128	91.42	124	88.57	252	90

The above table reveals that more than 87% graduate students are of views that all models contained in e-learning i.e rotation, Flipped ,Flex, Self and Virtual models are more interesting to provide online learning. So that face to face and on line instructions go side by side where the students are getting more benefits out of these models.

Table-2
Significance of Mean Difference in the attitude of boys and girls graduate students towards e-learning

Sl.No		N	Mean	SD	t-ratio	Level of Significance

| 1 | Boy | 140 | 192.56 | 19.34 | | |
| 2 | Girl | 140 | 193.75 | 18.21 | 0.53 | N.S |

The above table depicts that the mean attitude of boy and girl graduate students towards e-learning are 192.56 and 193.75 with corresponding S.D 19.34 and 18.21 respectively. The calculated t-value found to be 0.53 which is not significant at 0.05 level of significance. Therefore, the hypothesis that' there exists no significant difference in the attitude of boy and girl graduate students towards e-learning is retained.

It implies that the two groups do not differ significantly in their attitude towards e-learning.

Table-3

Significance of Mean difference in the attitude of Rural and Urban gradute students towards e-learning.

Sl.No	Group	Mean	SD	T-value	Level of Significance
1	Rural	207.80	17.60		
2	Urban	221.52	18.45	6.35	0.01

Table value at 0.05level=1.96
0.01level=.58

Table-3 highlighted that the mean attitude scores of Rural and Urban graduate students towards e-learning models are 207.80 and 221.52 with corresponding SD 17.60 and 18.45 respectively. The calculated t-value is found to be 6.35 which is significant at 0.01 level of significance. Therefore, the hypothesis that 'there exists no significant difference in the attitude of rural and urban graduate students towards e-learning methods/models is rejected. It indicates that the rural & urban students differ significantly in their attitude towards e-learning model.

Findings & Educational Implications-

The findings of the present study have their implications for students, teachers, administrators, planners and policy makers. In this context students interact with content more frequently when content is presented and supported in a web based environment. Students will get more time to reflect and refer to relevant courses and other research materials when working and writing online than when responding in class. E-learning makes learning more flexibility, qualitative and supports new research opportunities.

Conclusion-

E-learning teaching technology improves students learning where faculty members associated with e-learning methods can teach well in order to achieve desired course goals as well as objectives of education more effectively. It not only designs the course materials but also manages the course content both online and class room teaching learning process as a result of which it will make teaching more rewarding and exciting for academics.

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