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The Challenges And Prospects Of Using E-Learning Development Among Trainee Teachers In West Bengal

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Abstract

E-learning is learning by utilizing electronic technologies to access educational curricula outside of a traditional classroom. It involves the use of a computer or electronic device (e.g. a mobile phone) in such a way to provide training, education or learning material. Learning through technology is called e-learning. E-learning can play a critical role in preparing a new generation of teachers, as well as upgrading the skill of the existing force to use tools and pedagogies for learning. This study examines the Teacher Training Colleges Teachers' attitude variation towards e-learning with demographic variables. Attitude towards e-learning scale was developed and administered to 104 trainee teachers (B.Ed). The results found that teachers have a positive attitude towards e-learning according to their demographic variables. There is no significant difference between attitude variations towards E-learning according to their demographic variables. Results from this study E-learning are more important for teachers' development in West Bengal.

Keywords: Trainee teachers; E-learning, Challenges in education; Skill Development.

INTRODUCTION

Present time, extensive information sharing, preservation and exchange of information have played a significant role in information technology. Without technology, we cannot move one step. It is not only effect on person life but also got out in the society. But now day's evolution of technology has drastically changed the educational system. Internet or e-learning has made drastic changes in the learning landscape. E-learning has changes the teaching and learning processes.

According to Maltz et. al (2005), the term 'e-learning' is applied from different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. Even it is the use of telecommunication technology to deliver information for education and training. It is a distribution of the teaching-learning process through electronic means. E-learning system is connection with a computer; various electronic devices (such as a mobile phone) help improve the learning process. It includes text on a website, digital audio, digital video, and animated graphics most of which are in the virtual environment. The Internet has become one of the vital ways to make available

resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009).

Newton (2003) pointed out that the e-learning system has two main areas: improving access to education and training; enhancing the quality of teaching and learning. An E-learning platform based on the network motivates the accumulation of individual acquaintance, and sharing of knowledge amongst learners, and therefore, strengthen the competitiveness of individuals and the group.

E-learning has started to emerge in many developing countries where it has the potential to help meet the increasing demand for education and address the growing decline of trained teachers. Now learning creates an environment where teachers and learners can both distribute and share their knowledge. So for higher education, teaching, learning, resources, and administration e-learning is an important platform (Nelasco, S., Arputharaj, A.N. and Paul, G.L. 2007, Drigas, A. S., Tagoulis, A. Kyragianni, P., Nikolopoulos, P. and Kalomoirakis, D, and Zimmerman, B. J.2008). The importance of e-learning is now a given fact and it can offer an alternative that is much faster, cheaper and potentially better. Hence the present problem is undertaken to study the 'Challenges and prospects of using E-learning development among trainee Teachers in West Bengal.

Important Features of e-learning:

Some of the important features of e-learning are given here:

- E-learning is dynamic process. We can get today's content, best sources, online experts quick approaches for emergencies easily by e-learning.
- E-learning connects learners with experts, colleagues, and professional peers, both in and outside your organization. So the characteristics of e-learning are collaborative.
- E-learning in individual, every e-learner selects activities from a personal menu of learning opportunities most relevant to his/her background, job, and career at that very moment.
- E-Learning is comprehensive, e-Learning provides learning events from many sources, enabling the e-learner to select a favoured format or learning method or training provider.

Objectives of the study:

The main objectives of the present study are:

1. To find out Attitudinal Variation towards e-learning in relation to Teacher Age.

2. To find out Attitudinal Variation towards e-learning in relation to Teacher Gender.
3. To find out Attitudinal Variation towards e-learning in relation to Stream of Study.
4. To find out Attitudinal Variation towards e-learning in relation to Classes per Week.

HYPOTHESES:

The null hypotheses for the present study are as follows:

1. There is no significant difference in Attitudinal Variation e-learning (AV-EL) in relation to Teacher Age.
2. There is no significant relation between Attitudinal Variation e-learning (AV-EL) and Teacher Gender.
3. There is no significant relation between Stream of Study and Attitudinal Variation e-learning (AV-EL).
4. There is no significant relation between Attitudinal Variations-learning (AV-EL) and Classes per week.

Delimitation

The study was delimited:-

The study was conducted among Teacher Training College Teachers in the area of Purba Medinipur only. All Teacher Training colleges Teachers were not selected for this research study.

METHODOLOGY

Population: - The population of this study is selected from the trainee Teachers in the district of Purba Medinipur W.B.

Sample Technique-Simple Random sampling method was used.

Result and Discussion

The Chapter deals with the analysis of the data collected over 104 trainee Teachers in the district of Purba Medinipur.

1: To find out Attitudinal Variation towards e-learning in relation to Teacher Age:

Teacher Age defines the chronological age of the teachers. To find out whether there exists any significant difference in e-learning in relation to Teacher Age,

Table 1: Attitudinal Variation towards e-learning in relation to Age:

Correlation Coefficient		AV-EL	Teacher Age
Attitudinal Variation towards EL (AV-EL)	Mean AV-EL	59.817	
	Pearson Correlation	1	-0.23
	Sig. (2-tailed)		0.814
	N	104	
Teacher Age (Chronological Age)	Mean Teacher Age	37.087	
	Pearson Correlation	-0.23	1
	Sig. (2-tailed)	0.814	
	N	104	

*significance at 0.05 level

The mean values for AV-EL and Teacher Age are 59.817 and 37.115 respectively as per table 1. The coefficient of correlation between the two variables is -0.023 which is slightly negative. The value of r is lower than the Probability value at 0.05 level. Hence the null hypothesis H01is accepted. Thus it can be said that there is no significant difference in AV-EL with Teacher Age.

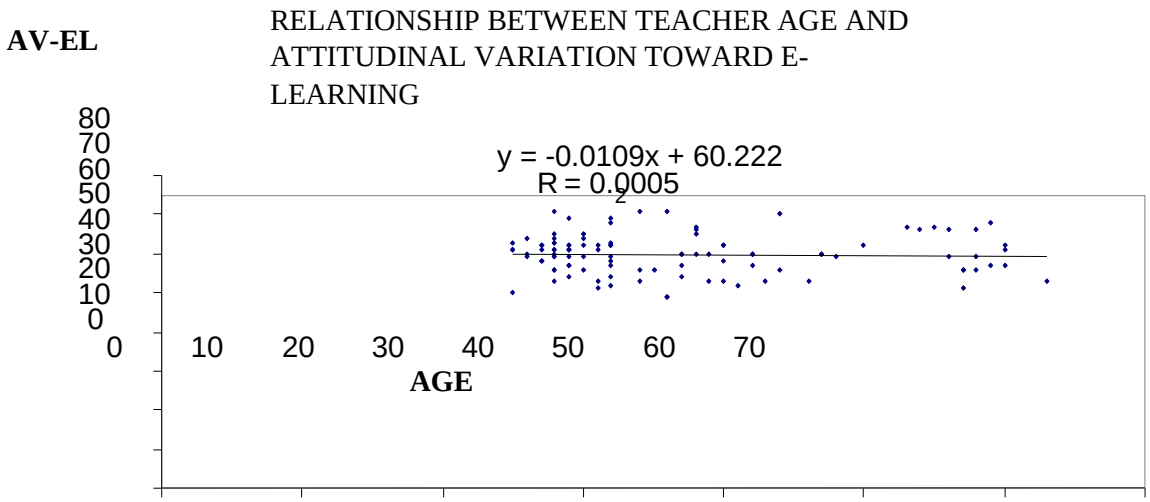

Figure 1: Attitudinal Variation towards e-learning in relation to age

The figure 1 shows a scatter diagram where AV-EL is measured in X axis and Teacher Age is measured in Y axis. The scatter has been fitted with a Linear regression whose intercept form is **y= -0.0109x+60.222**. The linear regression has shown slightly decreasing trend.

The result shows slightly negative correlation between AV-EL and Teacher Age. It may cause due to techno phobia among few teachers. The result revel no such significant difference in Attitudinal Variation towards EL in relation to Teacher Age.

2: To find out Attitudinal Variation towards e-learning in relation to Teacher Gender:

To find out AV-EL in relation to Teacher Gender, the data have been subjected to mean, Standard Deviation (SD) and t-test as shown in following Table 2.

Table 2: Attitudinal Variation towards e-learning in relation to Gender:

Gender	N	Mean	SD	t- value	Significance
Male College Teachers	56	59.107	5.190	1.561	0.122
Female College Teachers	48	60.646	4.791		

*significance at 0.05 level

The t value is less than the tabulated value of significance at 0.05level. Therefore the null hypothesis $H_0 2$ is accepted. Thus it can be said that, there is no significant relation between AV-EL and Teacher Gender.

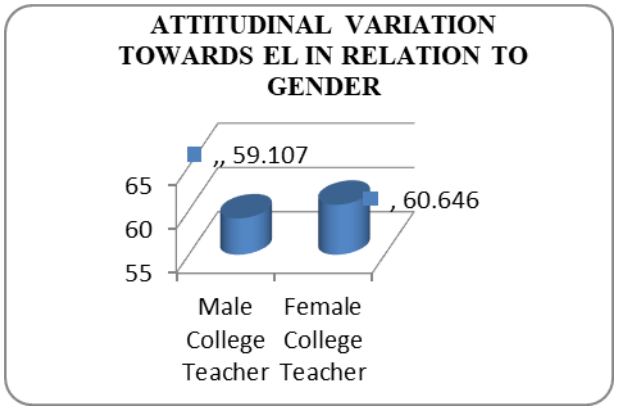

Figure2: Attitudinal Variation towards EL in relation to Gender

Figure 2 shows Attitudinal Variation towards El in relation to Gender. It shows very close average value of AV-EL between the two groups. The Female share is 51% which is greater than Male share of 49%.

The results signify Female Teachers have slightly more AV-EL than their Male counterparts which is no doubt a positive issue. The result can be anticipated as a counter reflection of 'Gender stereotypes' in tradition social set up. Gender is no more a taboo in acquiring new technological knowledge in higher education.

3: To find out Attitudinal Variation towards e-learning in relation to Stream of Study:

To find out Attitudinal Variation towards EL in relation to Stream of Study, the data has been subjected to Mean, SD and F test which are shown in the following table 3:

Table 3: Attitudinal Variation towards EL in relation to Stream of Study:

Stream	N	Mean	SD	F- value	Significance
Arts	23	60.783	4.671	0.423	0.737
Humanities	52	59.462	4.750		
Commerce	7	59.000	4.203		
Science & Mathematics	22	59.909	6.369		

* significance at 0.05 level

The Table 3 shows Mean AV-EL of Arts, Humanities, Commerce and Science & Mathematics Teachers are 60.783, 59.462, 59.000 and 59.909 respectively. The calculated value of F test is 0.423 which is less than the probability value at 0.05 level of significance. Hence the null hypothesis $H_0 3$ is stand accepted. Thus the result shows that there is no significant relation between Stream of Study and AV-EL.

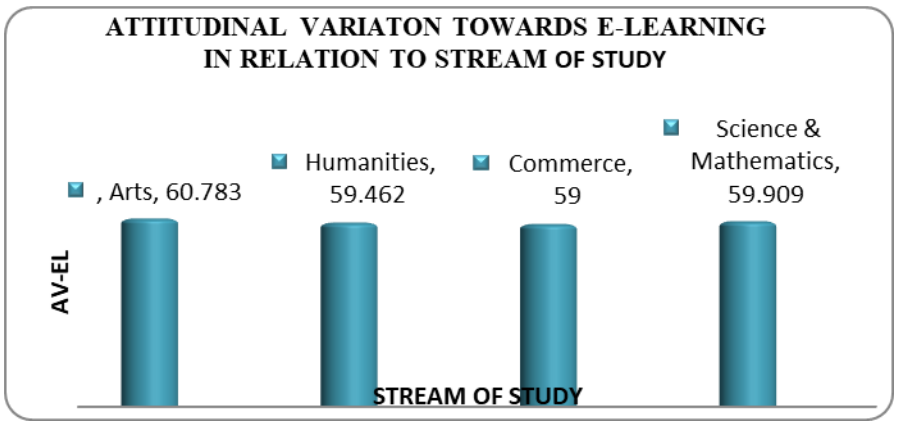

Figure 3: Attitudinal Variation towards EL in relation to Stream of Study

Figure 3 shows Arts subject Teachers have slightly higher EL than other subject Groups. Whereas, Commerce Teachers have slightly low AV-EL with others subject group teachers.

The result indicates that the Arts group teachers and Language Teachers have more average AV-EL than other group teachers. It may happen due to a remarkable increase in the use of vernacular language software in word processing programs through computers smartphones and other electronic gadgets. There are numerous e-resources

available over the World Wide Web in the vernacular which may cause increasing interest among vernacular Language Teachers.

4: To find out Attitudinal Variation towards e-learning in relation to Classes per Week:

Classes per week indicate the number of classes taken by the respondents in a week.. To find out Attitudinal Variation towards EL in relation to Classes per Week, the data have been subjected to Mean and Pearson's correlation as shown in the Table 4

Table 4: Attitudinal Variation towards EL in relation to Classes per Week:

Correlation Coefficient		AV-EL	Classes per Week
AV-EL	Mean AV-EL	59.817	
	Pearson Correlation	1	0.100
	Sig. (2-tailed)		0.312
	N	104	
Classes per Week	Mean Classes per Week	18.654	
	Pearson Correlation	0.100	1
	Sig. (2-tailed)	0.312	
	N	104	

*significance at 0.05 level

The coefficient of correlation shows a positive correlation between the two variables, which means with the increase in the number of classes per week the chance for use of the Internet, is also increased. The Significance value is lower than the tabulated value at 0.05 level of significance. Hence the difference is statistically not significant and the null hypothesis H04 is accepted.

From the result, it can be concluded, that although there is no significant relation between AV-EL and Classes per week, there is a chance for more use of the Internet with an increase in classes per week.

Conclusion:

The teacher can use the Internet effectively, whether they get proper exposure and training on the Internet irrespective of their chronological age. So, the result reveals there has no such significant difference in Attitudinal Variation towards EL with Teacher Age. The result shows the potentiality of Female Teachers for performance

even better than their male colleagues, whether they can get proper exposure to the Internet. Recently most colleges were equipped with Language Laboratories where the teacher can use Internet-enabled teaching aids for better delivery in audio-visual mode. Besides this, there is sound scope for e-publication of literary works for Language Teachers. They can access online libraries through official portals. Those facilities may cause increasing interest among Arts Teachers to use more Internet than other groups of teachers.

Teacher's educators and preserve and in-service teachers will need timely technical assistance and support as they learn to apply e-learning in their teaching practices. Teacher educators must be knowledgeable in the content and standards of their discipline.

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