Attitude Of Teacher Educators Towards E-Learning And Traditional Learning: A Comparative Study

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Abstract:

The present study is an investigation among the teacher educators in respect of their attitude towards e learning and traditional learning. For this purpose Descriptive Survey Method was used by the investigator. The purposive random sampling technique was used. In order to collect the data for the study Paschim Medinipur district was selected randomly. Then, 10 colleges of education were selected randomly from that district. Thereafter, 100 teacher educators were selected randomly from these colleges. Two self-made questionnaire were used by the researcher to study the attitude of teacher educators towards e-learning and towards traditional learning. Mean, Standard Deviation, t- test and Percentage were used for data analysis. The findings of the study indicate that teacher educators have unfavourable attitude towards traditional learning. It also indicates that the male and female teacher educators do not differ in respect of their attitude towards e learning.

Keywords: self-education, virtual classrooms, teacher educators,

Introduction:

The concept of electronic learning has been spreading since the use of electronic means to address lessons in the traditional classrooms and the use of multimedia in the processes of education and the quarterly self-education, the construction of smart schools and virtual classrooms that allow students to attend , interact with lectures and seminars held in other countries through Internet and interactive technology Where the mathematics revolution has made rapid progress and it became necessary to learn that it will benefit from This modern technique has entered all areas of daily life and has actually become one of the greatest areas of benefit of this mathematics revolution, In the early 1990s, the term e-learning emerged as one of the uses of technology in learning. Together we will learn about the historical sequence of e-learning development and the techniques used. Identify terminology as a means of learning new communication mechanisms: Computer Networks Content Ports, Research Tools, Electronic Libraries, Distance Learning, and classes through the web, electronic learning is characterized by speed and technology conversions and human-mediated interactions. The electronic learning as "a method of learning using modern communication mechanisms of computer and its networks and multimedia of voice and image, drawings and mechanisms of research, and electronic offices, as well as Internet portals, either remotely or in the classroom is important and intended is the use of technology of all kinds in the delivery of information to the learner time, less effort and more useful. Al-Rami (1990) defined it as an education that is provided electronically through the internet, the internal networks (intranet), or via multimedia such as CDs, DVDs, and others.

The differences between e-learning and traditional learning

No.	Traditional learning	Electronic learning
1	Based on long-established cultural norms, it places an emphasis on knowledge creation with the instructor serving as its cornerstone.	Introducing a new cultural norm: a digital culture that allows students, rather than teachers, to take centre stage in the learning process by concentrating on information processing.
2	When compared to the expenses associated with e-learning infrastructure, teacher and student training, and the acquisition of technological capabilities, traditional education is more cost-effective.	Initially, there will be a significant financial outlay to set up the necessary computer infrastructure, develop the necessary software, educate both students and educators on how to use this technology, create electronic versions of scientific materials, and facilitate communication between students, instructors, and other students.
3	All pupils get conventional instruction at the same location and time.	E Neither the provider nor the recipient of an online course are tied down to a certain physical location or time slot in order to participate in the learning process.
4	The student's reliance on teacher-provided material is unfavourable, since it relies on lecture and dumping rather than inquiry and survey efforts.	The learner's engagement and success in acquiring scientific knowledge are influenced by this, since it relies on self-learning and the idea of learning abstraction.
5	The learner is needed to attend school regularly throughout the week, accept some years without other ages, and does not mix study and job.	Everyone from stay-at-home moms to manufacturing workers may take advantage of this educational opportunity. Work and education may be seamlessly blended.

6	The student's instructional information is delivered in the form of a book with written words, albeit certain visuals are missing and technical correctness is lacking.	The scientific material is more engaging, which in turn encourages pupils to study more. The content is presented in the form of an electronic course or visual e-book and includes text, photographs (both static and animated), video clips, drawings, sketches, and simulations.
7	Communication with the instructor limits lecture duration and prevents certain students from asking questions due to time constraints.	Through several channels, including e-mail and chat rooms, students are able to interact with their teachers whenever they choose and ask them any questions they may have.
8	The teacher's function is to act as both a vector and a source of knowledge.	In addition to presenting material, a teacher should act as a consultant and student's aid, offering guidance and direction as needed.
9	Colleagues are restricted to individuals in the classroom, school, or student housing.	They come from all around the globe, our student colleagues. You won't have any trouble finding coworkers or being in an isolated area.
10	. The language utilized is the language of the nation where the student resides	In order to access the scientific content and hear lectures given by academics from across the world, the student has to acquire a second language. It is possible to arrange for the Arab student to attend a virtual university in the United States or Great Britain.
11	Registration, administration, follow-up, tasks, exams, and certifications are all completed online.	Opens the door to an endless stream of international admissions. Education that is tailored to each student's specific requirements is the foundation for respecting students' unique qualities as learners.
12	Limited numbers are admitted each academic year based on availability	Allows unlimited admission of students from all over the world.
13	Does not account for individual variances among learners and presents the lesson for the whole chapter in a single explanation.	Taking into account the individual differences between the learners is based on the provision of education according to the needs of the individual.
14	It is dependent on rote memorization and data storage at the cost of the learner's ability to think critically and creatively, as well as their ability to solve problems and keep up with current trends, and it pays little attention to the students' cognitive development in these areas.	It depends on how the problems are solved and develops the creative and critical ability of the learner.
15	Feedback does not have a clear and satisfactory role.	Attention to immediate feedback
16	Educational materials remain unchanged for many years.	The ease of updating educational materials provided electronically with everything new.
17	The teacher is the primary source	The teacher is an advisor and facilitator of educational resources

Statement of the Problem:
The idea of electronic learning came around; it's a way of teaching and learning that makes use of modern tools in areas like mathematics, the internet, multimedia, online discussion forums, and virtual classrooms. However, without the foundational components of conventional education, electronic learning and its solutions would fail. In contrast, the latter achieves several goals in a roundabout way, sometimes unseen by the general public, such as making sure students show up to class on time, instilling values in them, and encouraging them to work together as a team.

Objectives: Objectives of the Study
• To investigate how teacher educators feel about online learning
• To investigate how male and female teacher educators see e-learning differently.
• To investigate how teacher educators in rural and urban areas see e-learning differently.

Hypotheses of the Study
● Teacher educators have favorable attitude towards e- learning.
● Teacher educators have unfavourable attitude towards Traditional 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 male and female teacher educators towards Traditional learning.

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

Sample of the Study
The current investigation made use of the purposive random sample method. The Paschim Medinipur district was chosen at random to gather data for the research. After then, ten schools of education were chosen at random from that area. The next step was to randomly choose 100 teacher educators from among these universities.

Tool used

Two self-made questionnaire were used by the researcher to study the attitude of teacher educators towards e-learning and towards traditional learning**.**

Statistical Techniques

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

Data Analysis:

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%

The mean score for teacher educators' attitudes towards e-learning is 21.45, according to analyses of the observed scores in the above table. Thirty percent of teacher educators fall below the mean, while the remaining seventy percent fall above it. This is why the majority of teacher educators have a favourable opinion of e-learning. It has now been shown that the notion that "teacher educators have favourable attitude towards E-learning" is correct.
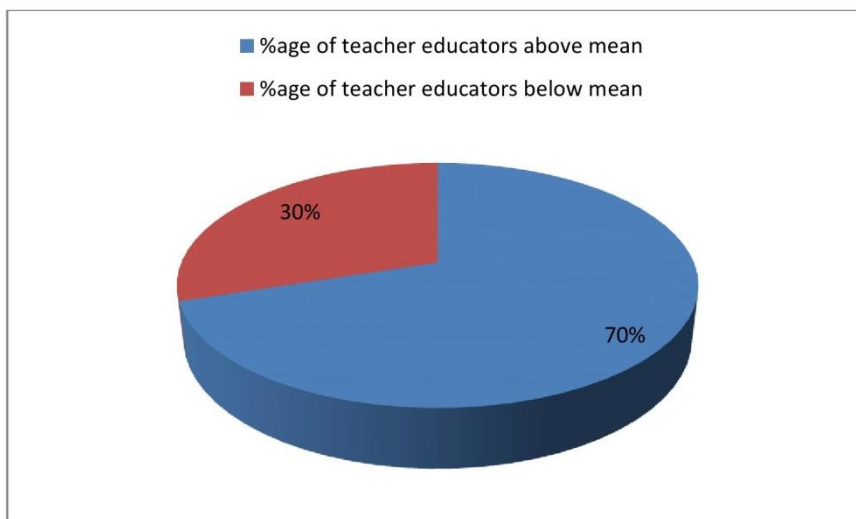

Table-2: Showing percentage distribution of attitude of teacher educators towards Traditional Learning (N=100)

Variable	Size of sample	Mean	%age of teacher educators above mean	%age of teacher educators below mean
Teacher educators	N=100	19.45	38%	72%

According to the data in the table, the average score of teacher educators when it comes to traditional learning is 19.45 out of 100. This means that 38 percent of teacher educators have a positive attitude towards traditional learning, while 72 percent have a negative attitude. As a result, most teacher educators see Traditional learning positively. We may so conclude that "teacher educators have unfavourable attitude towards Traditional learning" is a valid hypothesis.
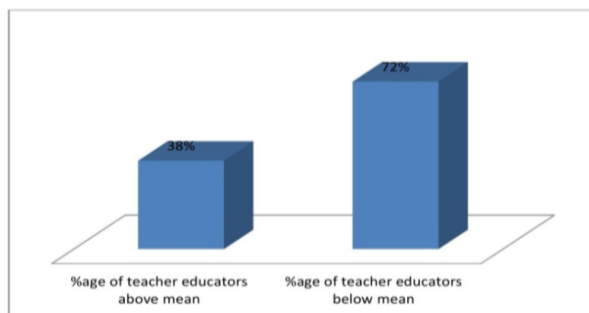
Table-3: Showing "t" value for the attitude of male and female teacher educators towards e-learning (N=100)

Variables	Size of sample	Mean Scores	S.D	S.E$_D$	df	t-value	inference
Male	N=50	22.04	1.78				Not significant at 0.05 level
Female	N=50	22.01	1.61	0.33	98	0.17	

It is quite clear from table above 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 0.17. From table, t-value at 0.05 levels is 1.96 and t-value at 0.01 levels is 2.58. So, our calculated t-value is less then table value at both levels of significance i.e. at 0.05 level and 0.01level.The null hypothesis is not rejected.

Table-4: Showing "t" value for the attitude of male and female teacher educators towards Traditional learning (N=100)

Variables	Size of sample	Mean Scores	S.D	df	t-value	inference
Male	N=50	20.12	1.78		2.71	Not significant at 0.05 level
Female	N=50	21.04	1.61	98		

It is quite clear from table above that the mean scores of male teacher educators attitude towards traditional learning are 20.12 and SD is 1.787.The mean scores of female teacher educators attitude towards traditional learning are 21.04 and SD is 1.61. The calculated "t" value is 2.71. The t value is higher than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis "There exists no significant difference in the attitude of male and female teacher educators towards Traditional learning" is not rejected which proves that the male teacher educators differ from their female counterparts in respect of their attitude towards traditional learning.

Findings:
▪ Teacher educators have favourable attitude towards E-learning
▪ Teacher educators have unfavorable attitude towards Traditional learning
▪ Male teacher educators do not differ from the female teacher educators in respect of their attitude towards e learning.
▪ Male teacher educators differ from their female counterparts in respect of their attitude towards traditional learning

Conclusion: The views of educators have shown to be a strong indicator of technological adoption, and teachers play a pivotal role in this process. Training at various levels and the cultivation of competence in the application of e-learning are necessary for the widespread adoption of e-learning in higher education. It is also important to urge teacher educators to include e-learning practices into their own courses. Online course materials might be prepared for them with some help. Possibilities exist for learning about and using contemporary technology such as blogs, interactive whiteboards, etc. The use of new technology in the teaching and learning process requires the backing of the institution for teachers. In order to foster a good attitude towards E-learning, it is imperative that online learning environments become more popular among higher education instructors in the near future.

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