A STUDY ON TEACHING FACULTY'S ATTITUDE TOWARDS INTERNET USE AND E- LEARNING

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ABSTRACT:

The paper presents the results of Survey of the teaching faculty of three colleges, Science and Arts and engineering college in Gondia District at Maharashtra (INDIA). This paper analyses the attitude towards use of the electronic media, knowledge about e-learning and use of internet .An investigation tried to find out if faculty are interested in internet, For which purpose they use internet services, media type, e –learning preferences, web2.0 services. Total 60 teaching faculty were participated in this survey. 20 questionnaires were distributed to each college for data collection and personal interview was conducted. The paper recommends that the university, Educational Institutions, Colleges should arrange training Programs for the teaching faculty to train them in use of electronic media, Internet, about e -learning tools and Web 2.0 services.

Keywords:

Digital Media, E – learning, Internet, Online Learning, Web 2.0 services

INTRODUCTION:

The internet swiftly entered the life of the humankind in the 20th century. It took us less than ten years to face the fact of its spreading all over the world including the developing countries. It has become not only the hugest information resources in the world, but what is even more important- the most rapid means of communication. People from different countries have got an opportunity to communicate with each other in quite short time. On other hand, people in different countries, are able to get education In famous universities. Disabled students and learn at colleges and universities by distance education and with e learning tools and technologies. So the opportunities which the internet can offer in the sphere of education are really unique. but we should

keep in mind that Internet was invented especially for education. And it proceeding further with e- learning in education. E-learning was first coined by Cross and refers to any kind of learning which is mediated through the use of the Internet and an intranet (Atashak, 2007).E – learning and or internet –based learning is the state of the art technology that has facilities students' learning activities through online delivery of instructions and supply of electronic knowledge. E-learning can be described as the using technology in the learning process, therefore other technologies such as virtual learning, on line learning and online education which also refers to e – learning. E –learning attempted through electronic means for achieving the computer and network enabled transfer of skills. E –learning is a growing and dynamic environment which has given a new shape to higher education besides classroom teaching. E-learning has emerged as one of the most important methods of education in developed countries. The term e-learning is used in a different ways such as online Learning, computer based learning(CBL), web based learning(WBT), online resources based learning (ORBL), networked collaborative learning (SCL). The emphasis is on making available the study material at the convenience of the user.

MATERIAL AND METHOD:

Aims and Objectives of the Study: The present study was carried out to know, determine • the attitude , interest of teaching faculty in using Internet , • Knowledge about Internet services and e - learning tools, web 2.0 services • Scope and limitations: the study is limited to three colleges at Gondia District in Maharashtra State (INDIA).One College is S. S. Girls' College, D. B. Science College and M.I. E.T. College of Engineering. The study is limited to the interest of faculty in using internet, E learning tools. • Research Methodology: The data for the study was collected

through Questionnaire and personal interview. Total 60 questionnaires were distributed for data collection.

RESULT AND DISCUSSION:

Primary data was collected through questionnaire when the question Asked to respondents about internet is useful for academic purpose? All 60 respondents says 'yes'.

It is observed from table I that 100% faculty of Science college using internet daily, it followed with 60% faculty of Engineering College and 45% of arts faculty using internet daily.40% faculty of engineering and arts were using internet weekly and 15% arts teaching faculty used internet quarterly.

It is observed from Table II that 70% faculty members of D.B.S. college own their laptop for internet surfing, 70% used' desktop PC' and 25 used Cell phone.

Therefore 55% TF of MIET college use 'laptop', 45% used desktop computers and same 45% uses 'cell phone' for surfing. Social science faculty 70% using Desktop PC, 50% using Cell phone and 40% using laptop for surfing. From the Table III it is observed that most of TF (Teaching Faculty) of three colleges prefer to use their personal devices for internet surfing as per their convenience,(Personal devices such as laptop, desktop PC. Cell phone) 75% TF from DBSC, 70% form girls College, 100 % from MIET college. 65% of TF from DBSC, 60% from MIET and 45% from Girls College used internet surfing from workplace,50% TF from MIET and Girls college used their college library for internet surfing. Table IV indicates the purpose of all TF (Teaching Faculty) behind the internet use.100% TF from science, Engineering use internet' to update knowledge', 95% TF of science, 80% from Arts college, 85% from Engineering staff purposefully use internet 'for research project'. 85% of science and 80% form engineering used internet for' Reading e-books, e-

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journal, and magazines', Arts faculty having less interest (55%) in this. Arts faculty mostly used internet for research project and update knowledge (70%). Science and engineering 80% faculty using internet ' to communicate socially'.70% science –download software, 60%for social networks .Engineering TF 75% for online purchasing, 70 % for social networks, 65% for downloading software, online banking, online catalogue of books. Less percentage in Arts faculty in using internet in communication socially (40%) , 20% used to read news, download soft ware, online banking, on line catalogue. Table V. It shows the attitude of TF regarding the use of Digital media 'Music ' this media type is mostly (70%)used by engineering college staff, 'video' used by 55% staff (seldom), 'Films' and 'Internet Photos' were used by 50% staff of MIET college. Audio Podcasts(70%,35%,50%), Video Podcasts(80%, 35%,65%) , Weblogs (55%,15%,30%) these types are not so much familiar to TF of respectively Girls college, MIET and science college. Internet photos mostly daily used by girls college (55%) and 45% (daily), 50%(seldom)by MIET. Table VI Indicates the knowledge and attitude of TF of three colleges toward internet and web2.0 services. It is observed from above table that most of staff used Wikipedia , science(80%), Arts(50%), Engineering(55%) oftenly.20%,50%, 45% respectively used Rarely. Face book is used by TF of science (35%), Arts (45%), Engineering (60%) often. 55% TF of arts and science used rarely facebook. internet services are use by TF of all colleges for rarely/ sometime. Some Faculty is not familiar and never used the internet services. (youtube, ebay, amazon, twitter.etc.) Table VII explains the attitude of faculty members while using Asynchronous and Synchronous e- learning tools. Email is use by science faculty daily (65%), weekly (35%) followed by 50% (daily) of engineering 65% weekly , 25 % (Daily) of arts faculty. 75% faculty used list serves, 25% from Science and Engineering not familiar to this. Arts TF (65%) not familiar to' List serves.' Instant messaging is use by most of

faculty form all colleges. Daily use it (55%) MIET, (55%) Science, (35%) Arts. Using IM (Instant Messaging) in weekly manner having 50 %(arts), 40 %(science), and 35 %(Engineering). Application sharing, Shared board, Teleconferencing, Video conferencing, Virtual World these all tools having minimum % of use in daily, weekly manners and lots of staff of three colleges sre not familiar to these e – learning tools. such as virtual world not familiar to MIET(45%), Arts (70%), Science (50%). Table VIII indicates the knowledge of faculty members about 'Learning Management Systems used in e learning.' 70% of TF (Teaching Faculty) from Science College and 45% - MIET having knowledge of "BLACKBOARD".50% from MIET and 25% -science having knowledge about "Web CT" and 50% don't have. Arts faculty having very less knowledge about the LMSs. Table VIII shows that overall 42% faculty of MIET having knowledge about the various LMSs, followed by 27% of Science and 13% of Art. Respectively 58%, 73%and 71% faculty members are not familiar with LMSs. Table IX Shows the attitude of teaching faculty of science, arts, Engineering toward the media used in conferences, seminars, workshops, teaching process. Table shows that 60% -MIET, 80%-science, 75%-arts faculty are interested in learning management systems of e- learning. Moderate use of technology is liked by Science (80%), MIET (70%), Arts(70%). Sufficient use of Internet is liked by 100% from Arts, 95% from Science, 70% from MIET. In virtual Seminars is interesting for MIET (75%), Science (75%) and Girls' College (65%)..In this IT world 85% faculty members from Girls College, 75% from Science College and 65% from Engineering College are interested in communication via Email & chatting n Net. It is come to know that some faculty is lacking knowledge about "Learning management System."Table IX shows us interest of Teaching faculties in 'Learning Mnagement System' Total 43 (77%) are interested in using LMSs in seminars ,conferences and workshop, some faculty members used it before but some did not have any kind of experience with LMSs,

that is in MIET(yes -55% (11) ,No – 45% (09); in Science College ,Yes – 60%(12), No – 40%(08) and Girls College ,yes – 70%(14), No- 30%(6). When teaching faculty asked about the preference between print and online sources most of them prefer to 'Both', Print as well as online. When Respondents asked about Internet is All most all staff members select that Internet is Convenient, because it is time saving, gives latest knowledge and Easy accessibility.

CONCLUSION:

In order to cope up with developments in the digital environment, computer literacy is a necessity. This study examined teaching faculty's adoption of, or resistance towards the using of e –learning, internet, and web2.0 services. This is the time to think about the skill of e learning in teaching learning process. This study strongly recommends that there should be curriculum for students and faculty to develop their knowledge about Internet and e –learning tools to survive in digital era.

Major Recommendations:

According to the results of this study and considering the data, the following suggestions are recommended. In order to develop e learning environment in education, followings are the suggestions: 1. It is recommended that online training courses be offer

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Table I : Frequency of use Internet.

Sr.No	Frequency of use	MIET College	%	S.S.Girls College	%	D.B.Science College	%
1	Daily	12	60%	9	45%	20	100%
2	Weekly	08	40%	8	40%	00	00
3	Quarterly	00	00	3	15%	00	00
Total		*20*	*100%*	*20*	*100%*	*20*	*100%*

Table II : Devices used for Internet surfing. (Multiple choices allowed, TF-teaching Faculty)

Sr. No.	Devices - internet surfing	MIET College	%	S. S. Girls' College	%	D.B. Science College	%
1	Laptop	11	55%	08	40%	14	70%
2	Desktop Computer	09	45%	14	70%	14	70%
3	Cell Phone	09	45%	10	50%	05	25%
Total		*29*		*32*		*33*	

Table III : Place for Internet surfing? (Multiple choices are allowed, TF – Teaching Faculty)

Sr. No.	Place for Internet Surfing	MIET College	%	Girls' College	%	D.B.S. College	%
1	At Work Place	12	60%	09	45%	13	65%
2	Personal Devices	20	100%	14	70%	15	75%
3	Library(college)	10	50%	10	50%	03	15%
4	At Home	00	00%	00	00	02	10%
5	Cyber Café	00	00%	05	25%	01	05%
Total Responses		*42*		*38*		*34*	

Table IV: Purpose behind the Internet Use mostly (Multiple Choices allowed)

Sr.No	Purpose	MIET	Girls' College	D.B. Science
1	to prepare for class / lectures	16(80%)	11 (55%)	19 (95%)
2	For Research project	17(85%)	16 (80%)	19 (95%)
3	to update Knowledge	20(100)	14 (70%)	20 (100%)
4	For communication socially	16 (80%)	08 (40%)	16 (80%)
5	be entertained	13 (65%)	02 (10%)	09 (45%)
6	To read news	14 (70%)	04 (20%)	11 (55%)
7	to download software	13 (65%)	04 (20%)	14 (70%)
8	To purchase items	15 (75%)	02 (10%)	08 (40%)
9	on line banking/ mobile ,TV recharge	13 (65%)	04 (20%)	11 (55%)
10	Reading e books /e journal/ magazines	16 (80%)	11 (55%)	17 (85%)
11	online catalogue of books	13 (65%)	04 (20%)	08 (40%)
12	Social networks	14 (70%)	08(40%)	12 (60%)
13	chatting / instant messaging	12 (60%)	09 (45%)	08 (40%)
Total Responses		*192*	*97*	*172*

Table V : Use of Digital Media

Sr	Digital Media	Girls' COLLEGE				MIET College				D.B.Science College			
		O	S	R	N	O	S	R	N	O	S	R	N
1	Audio Podcasts	10%	10%	10%	70%	15%	55%	00	35%	10%	15%	25%	50%
2	Music	15%	40%	20%	25%	70%	15%	10%	5%	25%	35%	30%	10%
3	Internet –Radio	05%	10%	10%	75%	05%	30%	55%	10%	10%	20%	35%	35%
4	Films	20%	25%	25%	30%	00	50%	40%	10%	5%	40%	50%	5%
5	Video	15%	35%	10%	40%	25%	55%	10%	10%	5%	45%	40%	10%
6	Video Podcasts	00	10%	10%	80%	5%	15%	35%	35%	00	10%	25%	65%
7	Internet TV	10%	20%	20%	50%	40%	40%	15%	5%	5%	25%	50%	20%
8	Weblogs	15%	15%	15%	55%	40%	30%	15%	15%	45%	5%	20%	30%
9	Internet games	05%	10%	30%	55%	00	30%	50%	20%	5%	35%	30%	30%

1 0	Internet Photos	55 %	25 %	10 %	10 %	45 %	50 %	5%	00	40 %	35 %	15 %	10 %

Total 60 Respondents (20 from each colleges)

(O –Often, S – seldom, R- Rarely, N- Not familiar, TF-Teaching faculty)

Table VI : Attitude towards use of Internet Services and web2.0 services.

(O –Often, S /R– seldom/Rarely, N- Not familiar/Never)

Sr. No .	Internet / web 2.0 services	Girls' COLLEGE				MIET College				D.B.S. College			
		O	S/R	N	T	O	S/R	N	T	O	S/R	N	T
1	Wikipedia	50 %	50 %	00	100 %	55 %	45 %	00	100 %	80 %	20 %	00	100 %
2	Facebook	45 %	55 %	00	100 %	60 %	40 %	00	100 %	35 %	55 %	10 %	100 %
3	Linkedin	35 %	50 %	15 %	100 %	15 %	45 %	40 %	100 %	05 %	85 %	10 %	100 %
4	Twitter	25 %	45 %	30 %	100 %	15 %	45 %	40 %	100 %	00	50 %	50 %	100 %
5	Flicker	00	50 %	50 %	100 %	15 %	55 %	30 %	100 %	25 %	55 %	20 %	100 %
6	Amazon	25 %	55 %	20 %	100 %	25 %	55 %	20 %	100 %	05 %	50 %	35 %	100 %
7	You tube	55 %	25 %	15 %	100 %	50 %	60 %	00	100 %	40 %	40 %	20 %	100 %
8	ebay	30 %	40 %	30 %	100 %	15 %	40 %	25 %	100 %	40 %	45 %	15 %	100 %
Total Responses		*54*	*74*	*32*	*-*	*47*	*77*	*31*	*-*	*45*	*80*	*32*	*-*

Table VII : Asynchronous and Synchronous e- learning tools.

(M – MIET College, G- Girls' College, D- D.B.Science College)

S.No	Asynchronous e –learrning Tools	Daily			Weekly			Never			Not Familiar		
		M	G	D	M	G	D	M	G	D	M	G	D
1	Email	50 %	25 %	65 %	45 %	65 %	35 %	05 %	10 %	00	00	00	00
2	List serves	40 %	00	00	10 %	20 %	75 %	00	20 %	00	25 %	60 %	25 %
3	Web forum	35 %	10 %	15 %	15 %	20 %	35 %	05 %	15 %	00	20 %	55 %	50 %
4	News Group (forum)	10 %	20 %	20 %	40 %	20 %	45 %	10 %	20 %	00	15 %	40 %	35 %
5	BBS (Bulletin Board System)	10 %	05 %	10 %	45 %	15 %	30 %	10 %	25 %	05%	15 %	55 %	55 %
S.N	synchronous e	Daily			Weekly			Never			Not Familiar		

o	–learrning Tools	M	G	D	M	G	D	M	G	D	M	G	D
1	Instant Messaging	55%	35%	55%	35%	50%	40%	05%	10%	05%	05%	05%	00
2	Shared white Board	30%	00	10%	25%	15%	40%	35%	30%	15%	10%	55%	45%
3	Application Sharing	30%	10%	20%	35%	40%	35%	10%	10%	10%	25%	40%	30%
4	Teleconferencing	05%	05%	05%	20%	10%	45%	40%	55%	15%	30%	30%	35%
5	Video Conferencing	00	05%	05%	55%	10%	45%	40%	45%	15%	05%	40%	35%
6	Virtual World	05%	00	00	00	05%	25%	50%	25%	25%	45%	70%	50%