

Attitude Towards E-Learning Education Among Teaching Faculty in Selected Nursing Institutes of Punjab

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Abstract: *Aim: This study set out to assess the attitudes of nursing faculty members at a few chosen institutes regarding e-learning. Background: The COVID 19 pandemic has significantly impacted various things globally, and teaching is one of them. It is necessary for every aspect of society to adapt in line with ICT. A key component in implementing the use of e-learning in a fruitful manner in the classroom is the attitude that educators have about it. It becomes crucial to comprehend how teacher educators feel about online learning. Therefore, the goal of the current study is to investigate teacher educators' attitudes on e-learning.*

Material And Methods: The current study is used a non-probability convenient sampling strategy to obtain a sample of 50 participants. A standardized instrument called the Test of e-Learning Related Attitudes (TeLRA) scale instrument was used to assess the attitudes of teaching faculty members toward e-learning education. Throughout the analysis, statistics for both descriptive and inferential reasons results indicated that the majority of teaching faculty (64%) had a good attitude toward it, while 36% of teaching faculty had a negative attitude toward e-learning education.

Conclusion: The study found that the majority of teaching faculty had a good attitude toward E-Learning Education.

Keywords: Attitude, Faculty Teaching, Selected Nursing Colleges.

I. INTRODUCTION

The globe has been rocked to its core by the emerging coronavirus (COVID-19) pandemic, which has halted nearly all political, social, cultural, and economic actions. Worldwide academic institutions have also been compelled to temporarily halt in-person instruction as precautionary steps against viral transmission and for the benefit of their specific fraternities. Despite this, technological interventions meant that the COVID-19 crises could not entirely halt the teaching-learning process. All kinds of educational establishments, including colleges, universities, and schools, have been interacting with students online through one or more online teaching tools to guarantee their ongoing education.² There are many different ways to learn these days, but online learning is quickly becoming the most popular. Aside from that, reputable educational settings and institutions all around the world are adopting and accepting online teaching and learning. Online teaching, sometimes referred to by many other names including e-learning, web-based learning, and computer-assisted instruction, is a type of learning that occurs over the internet.³ Many teachers now use their laptops at home or their mobile devices to access the internet. The quality of the teaching and learning process is improved in the educational area by the usage of various educational media. The need to use e-learning materials to adjust the student's learning plan has arisen due to information technology⁴. A Study on Attitude towards E-Education among Teachers educators. For the present study the investigators randomly selected Fifty Teacher Educators in Mahabun nagar district. After framing necessary objectives and hypotheses appropriate analysis was carried out on the collected data. From the analysis it was found that there is significant difference in the Mean scores of attitude towards e-Education among the Teacher Educators with respect to their gender, residence, and streams.⁵

In the present study the investigators made an attempt to study the B.Ed. student-teachers attitude towards E-learning in Purulia district of West Bengal. 230 B.Ed. Student-Teachers were taken as representative sample of the whole population.. An attitude scale was used for collecting the data. The study revealed that the attitude of B.Ed. Student-Teachers in Purulia District of West Bengal is neither more favorable nor unfavorable towards E-learning i.e., satisfactory or average in attitude towards E-learning.⁵

The need is more pronounced in the case of the teacher – educators as they are teaching college students at a point of transition in their education. Online learning could help bridge the gap between education and formal and non-formal education. The attitude towards e-learning in classroom instructions is important factor among teachers’ educators in order to implement the usage of it in a productive way. The need for understanding teacher educator’s attitude towards e-learning becomes essential. Hence, the present study has been undertaken to the study attitude of teacher educators towards e-learning.

1.1 PROBLEM STATEMENT

A Descriptive study to assess the Attitude towards e-learning education among teaching faculty in selected nursing institutes of Punjab.

1.2 OBJECTIVES OF THE STUDY:

- To assess the Attitude Towards E-Learning Education Among Teaching Faculty.
- To determine the association of the Attitude Towards E-Learning Education Among Teaching Faculty with selected socio-demographic variables

Operational Definitions

- **Assess:-** According to the present study, it refers to appraising/evaluating the attitude of teaching faculty toward online education.
- **Attitude:-** Attitude refers to how selected teaching faculty feel and think about online education.
- **Teaching Faculty:-** Teaching faculty are teaching or academic staff (Nursing demonstrator/tutor, Assistant professor, Associate professor, professor) in selected nursing colleges of Punjab.
- **Nursing Colleges:-** Selected Nursing colleges are colleges where the data is collected.

Assumptions

Assumptions include

1. Teaching Faculty have favorable attitudes towards e-learning.
2. Male teaching faculty will be a more positive attitude toward E-learning Education

II. MATERIAL AND METHODS

Research Approach and Design:

A quantitative descriptive research approach and design

Variable: Attitude towards E-Learning Education

Social demographic variables: Age, Gender, qualification, designation, type of institution, Teaching job experience, Area of residence, source of information.

Setting: The study conducted in State Institute of Nursing and Paramedical Sciences ,Badal, G.N.M Training Institute Bathinda ,Mata Sahib Kaur Institute of Nursing Giddarbaha , Punjab.

Sample, size& sample technique: The sample of the study was Teaching Faculty in a selected Nursing Institutes of Punjab and total sample size was 50. Non probability convenient sample technique was use to select the samples.

DESCRIPTION OF TOOL:

The structured questionnaire consisted of two sections:

Section I: Demographic variables of study subjects included were age, Gender, educational status, Designation, Type of institution, Teaching professional experience, area of residence, source of e-Learning education, Computer Skills, and Working hours with computers.

Section II: It consisted of 5 Likert scale questions regarding attitudes towards E-learning education.

ETHICAL CONSIDERATIONS:

Ethical clearance was obtained from:

- The Research and Ethical committee of Selected institute.
- Permission from the concerned authorities of selected nursing institutes of Punjab.
- Informed consent from the candidates willing to participate in the study.
- Routine of the nursing institutes and protocols was not interrupted.

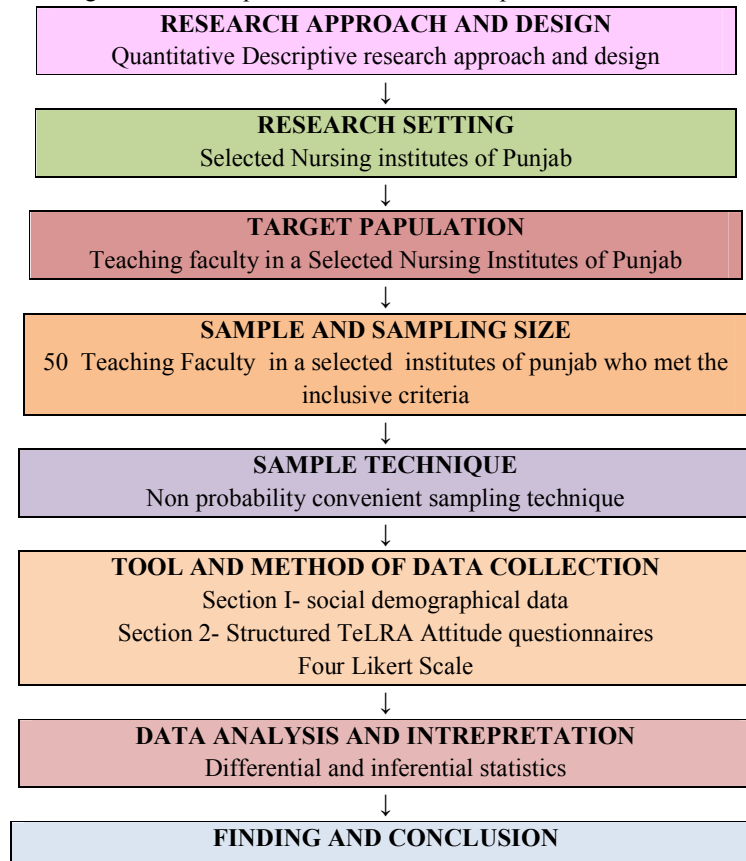


Figure II Schematic Representation of Methodology

III. ANALYSIS AND INTERPRETATION:

SECTION-I

Finding related to the socio-demographic of teaching faculty in selected nursing institutes of Punjab.

Socio-demographic profile of teaching faculty in selected nursing institutes of Punjab.

Table 1: Socio-demographic profile of teaching faculty in selected nursing institutes of Punjab.
N=50

| SR. NO | Socio-Demographic Variables | Frequency(n) | Percentage (%) |
|--------|--|--------------|----------------|
| 1. | Age (in years) | | |
| | a. 25-35 years | 21 | 42 |
| | b. 36-45 years | 20 | 40 |
| | c. 46-55 years | 09 | 18 |
| 2 | Gender | | |
| | a. Female | 33 | 66 |
| | b. Male | 17 | 34 |
| 3 | Qualification | | |
| | a. B.Sc. Nursing | 27 | 54 |
| | b. M.Sc. Nursing | 23 | 46 |
| | c. Ph.D | 00 | 0 |
| | d. Any other | 00 | 0 |
| 4 | Designation | | |
| | a. Nursing Demonstrator/Tutor | 37 | 74 |
| | b. Assistant Professor | 13 | 26 |
| | c. Associate Professor | 00 | 0 |
| | d. Professor | 00 | 0 |
| 5 | Type of institution | | |
| | a. Government | 28 | 56 |
| | b. Private | 22 | 44 |
| 6 | Teaching job experience | | |
| | a. up to 5 | 13 | 26 |
| | b. 6 to 10 | 17 | 34 |
| | c. 11 to 15 | 12 | 24 |
| | d. Above 15 | 08 | 16 |
| 7 | Area of Residence | | |
| | a. Rural | 20 | 40 |
| | b. Urban | 30 | 60 |
| 8 | Sources used for E-Learning Education | | |
| | Mobile Phone | 33 | 66 |
| | Laptop | 17 | 34 |
| | PC | 00 | 00 |
| 9 | Computer skills | | |
| | Novice | 00 | 00 |
| | Intermediate | 19 | 38 |
| | Expert | 31 | 62 |
| 10 | Working hours with computer | | |
| | a. < 2 hours | 09 | 18 |
| | b. 2-4 hours | 33 | 66 |
| | c. 4-6 hours | 08 | 16 |
| | d. > 6 hours | 00 | 00 |

Table 1: Shows the socio-demographic characteristics of teaching faculty.

SECTION-II

Table 1: Findings related to the attitude of teaching faculty towards e-Learning in selected nursing institutes of Punjab.

N=50

| Level of Attitude | Score | Range | Group (n=50) | |
|-------------------|-------|----------|--------------|----|
| | | | F | % |
| Positive attitude | > 108 | 108 -144 | 32 | 64 |
| Negative attitude | < 108 | 36-108 | 18 | 36 |

Minimum score=36

Maximum score=144

Table 2: Frequency and distribution of subjects according to their Attitude level.

| S.NO | ATTITUDE LEVEL | FREQUENCY | PERCENTAGE |
|------|----------------|-----------|------------|
| 1 | POSITIVE | 32 | 64 |
| 2 | NEGATIVE | 18 | 36 |

As per present study majority of teaching faculty had positive (64%)Attitude towards E-Learning education and (36%)teaching faculty had negative attitude towards E-Learning education .

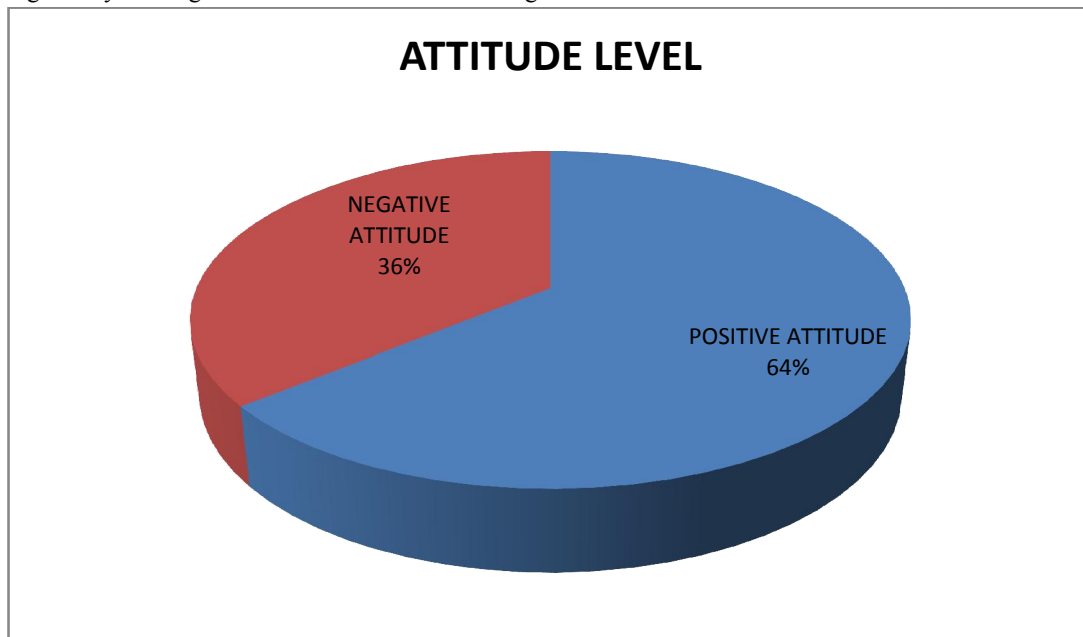


Diagram 1: Pie diagram show majority of teaching faculty had positive (64%)Attitude towards E-Learning education and (36%)teaching faculty had negative attitude towards E-Learning education

SECTION-III

Finding related to find out the association of level of attitude Towards E-Learning among Teaching Faculty with selected demographic variables.

Table 3: Association of level of attitude Towards E-Learning among Teaching Faculty with selected demographic variables. N=50

| S.no | Socio-Demographic variables | Attitude level | | Chi-square value | df | P VALUE |
|------|--|----------------|----------|------------------|----|----------------------|
| | | Positive | Negative | | | |
| 1 | Age (in years) | | | 4.816 | 2 | 0.0899 ^{NS} |
| | a.25-35 | 17 | 4 | | | |
| | b.36-45 | 11 | 9 | | | |
| | c.46-55 | 4 | 5 | | | |
| 2 | Gender | | | 1.738 | 1 | 0.1873 ^{NS} |
| | a. Female | 19 | 14 | | | |
| | b. Male | 13 | 4 | | | |
| 3 | Qualification | | | 0.0273 | 1 | 0.8685 ^{NS} |
| | a. B.Sc. Nursing | 17 | 10 | | | |
| | b. M.Sc.Nursing | 15 | 8 | | | |
| | c. Ph.D | 0 | 0 | | | |
| 4 | Designation | | | 1.2733 | 1 | 0.2591 ^{NS} |
| | a. Nursing demonstrator/Tutor | 22 | 15 | | | |
| | b. Assistant Professor | 10 | 3 | | | |
| | c. Associate Professor | 0 | 0 | | | |
| 5 | Type of institution | | | 0.0022 | 1 | 0.9621 ^{NS} |
| | a. Government | 18 | 10 | | | |
| | b. Private | 14 | 08 | | | |
| 6 | Teaching job experience | | | 3.8681 | 3 | 0.2761 ^{NS} |
| | a. up to 5 | 10 | 3 | | | |
| | b. 6 to 10 | 12 | 5 | | | |
| | c. 11 to 15 | 7 | 5 | | | |
| | d. Above 15 | 3 | 5 | | | |
| 7 | Area of Residence | | | 5.2228 | 1 | 0.0222 ^{NS} |
| | a. Rural | 9 | 11 | | | |
| | b. Urban | 23 | 7 | | | |
| 8 | Sources used for E-Learning Education | | | 0.4852 | 1 | 0.4861 ^{NS} |
| | Mobile Phone | 20 | 13 | | | |
| | Laptop | 12 | 5 | | | |
| | PC | 0 | 0 | | | |
| 9 | Computer skills | | | 3.6791 | 1 | 0.0551 ^{NS} |
| | Novice | 0 | 0 | | | |
| | Intermediate | 9 | 10 | | | |
| | Expert | 23 | 8 | | | |
| 10 | Working hours with computer | | | 9.966 | 2 | 0.0069.** |
| | a.< 2 hours | 6 | 4 | | | |
| | b. 2-4 hours | 28 | 5 | | | |
| | c.4-6 hours | 2 | 5 | | | |
| | d.> 6 hours | 0 | 0 | | | |

**Significance

NS Not Significant at 0.05 level of significance

IV. DISCUSSION

Objective-1: To assess the Attitude Towards E-Learning Education Among Teaching Faculty .The results of this study showed that the The majority of the teaching faculty(64 %) had positive Attitude towards E-Learning Education and (36%) teaching faculty had negative Attitude towards E-Learning Education.

Objective-2: To determine the association of the Attitude Towards E-Learning Education Among Teaching Faculty with selected socio-demographic variables Age, gender, marital status, educational attainment, place of employment, professional experience, had no bearing on the current study's findings regarding the attitude Towards E-Learning Education Among Teaching Faculty with selected socio-demographic variables

Conclusions:

The majority of the teaching faculty (64%) had positive Attitude towards E-Learning Education and (36%) teaching faculty had negative Attitude towards E-Learning Education.

Limitations of the study

The study is restricted to Teaching faculty who were employed at nursing institutes of punjab. Because of the study's small sample size, its findings cannot be generalized.

Recommendations

The following recommendations have been made based on the study's findings: • A large-scale investigation can be conducted to generalize findings.

- A Cross sectional experimental approach can be used to carry out a study of this nature.
- Students could be the subjects of a similar study.

Summary

The conclusions, teaching-related ramifications, restrictions, and suggestions for further study were all covered in this chapter. The completion of the study gave the researcher a sense of joy and contentment. The study gave the researcher a deeper understanding of Attitude towards E-learning education among teaching faculty in selected nursing institutes of Punjab.

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