
FACULTY E-LEARNING PRACTICE USING LEARNING ENVIRONMENT IN EDUCATIONAL INSTITUTIONS AT COLLEGE LEVEL

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Abstract: Technologies have changed and the world has changed and will continue to do so at a growth rate in present education system. The quick growth of Internet technologies and e-learning has become a major trend in the education area. E-learning practices have become one of the powerful supporting tools which have diversified the traditional context of learning in colleges. The e-Learning strategy is positioned at the forefront of transforming classroom practice and student learning opportunities. E-learning practice promotes a blended model of learning featuring a balance between virtual and face to face delivery. E-learning practices are designed to support the college leadership teams in creating the conditions to success for learning digital generation of students. E-Learning practices are an ideal learning environment using modern means of information technology, through the effective integration of information technology. The confidence of the faculty in using e-learning practices is very important. The ability of faculty is to use technology in imparting knowledge and skills to their students can determine the impact to be made with e-learning practice. Faculty also need to be motivated and committed to the e-learning practice if its implementation is to be successful in educational Institutions. To assess members of faculty opinions on e-learning, a questionnaire were collected to 100 faculty members of the educational institutions to determine how they perceive e-learning practices, and how they might follow e-learning practices to integrate it into their everyday teaching activities. The research is based on sample survey of members of faculty from the Engineering College and Arts and Science College.

Key words: E-learning, Faculty members, Institutions, Practices, Motivation.

Introduction: E-learning is alternative emerging technology mode in teaching and learning. Using e-learning practices in delivering college level courses represents a real challenge for faculty members to examine their culture of teaching. An E-learning practice enables faculty members to provide an additional, more flexible of communicating students to interact easily with others. Technology has always been a major focus on Education world. Faculty will do on the subject of using e-technology in the classroom. Faculty ability is equally dependent on their prior experience in the technology's use and skills acquired. Educational institutions must be explained benefits of e-learning practices to teachers in order to gain their commitment and raise their motivation.

Faculty always can use PowerPoint to be very helpful, especially when faculty made their notes available for download. Discussion boards, Google documents, YouTube videos are just a few of the many resources some of faculty's have used in class room teaching with help of educational institutions management. Teaching is a commitment to exploring the opportunities technology offers for improving the quality of classroom instruction. Students who may question how much their faculty care about teaching can also see evidence of the time using e-learning practices to prepare for class. E-learning practices bring challenges introducing technology into the classroom for faculty. This has become an ideal delivery vehicle for education and learning.

Review of Literature: Aldojan (2007) examined how often education faculty members in Jordanian public universities utilize the e-learning practices their academic work with regard to the following demographic Variables (academic rank, and age), what type of e-learning practices is used on a daily basis by faculty members, and how satisfied are education faculty members with e-learning practices use for academic work with regard to the following demographic variables (academic rank, and age). The findings of the study indicated that all the respondents' frequency use of the e-learning practices ranged between (2-3 times a week) to (daily) since the means are close to each other. Results indicated that there was no significance difference across academic rank. Results indicated that there was a significant difference across age. E-mail was the most often used on a daily basis, followed by the World Wide Web, followed by electronic journals, followed by online database, followed by list-serves, followed by transferring files, followed by online services, followed by electronic newspapers, followed by discussion groups. The results indicated that assistant professors followed by instructors/lecturers were more satisfied with their Internet use for academic work than associate professors and professors. Results indicated that there was a significant difference across age. All of the interviewees expressed positive attitudes towards such use. Factors that limit faculty use of the e-learning practices in their academic work were, access to the Internet, Internet content, administration related limitations,

and lack of time, affordability-related issues, and other factors such as administration-related issues. The interviewee's statements revealed that they believe the officials in their universities must recognize the urgent need for adopting a comprehensive plan for integrating new technologies offered by the Internet to bring their institutions to the next level of excellence. It is clear from the information gathered from the interviews and questionnaire with faculty members, that they use the Internet extensively in their research more than any other purposes. This indicates that the Internet use would be an indispensable resource for faculty members to rely on in the future.

Laferriere, Lamon & Chan (2006) identified and analyzed emerging trends and models in e-learning for teacher education and professional development from the developing research base both international trends and current developments in the Asia-Pacific region are described. They focused on progressively more sophisticated approaches including: (1) renewal of delivery of information with online repositories and courses; (2) rise of web-supported classrooms; (3) Participation in learning networks and communities; and (4) knowledge creation in knowledge building communities. They proposed that technological innovations accompany social and pedagogical changes, and for the betterment of education, teachers need to play key roles as owners and designers of their learning. The potentials and challenges regarding these emerging trends in e-learning and their implications for teacher learning were examined.

Objectives of The Study: E-learning is very important opportunity for educational institutions in developing countries. It represents an innovative shift in the field of learning, providing rapid access to

specific knowledge and information. The objective of the present study is to investigate the faculty follow of e-learning practices, and to analyze the extent of adopting and integration of e-learning practices in educational institutions at college level.

The research subject is to determine whether the faculty follow of e-learning practices in educational institutions leads to improve students' motivation in the field of learning and the effect of technology on students' motivation. The purpose of this study is to describe the research carried out and the outcomes which are focused on the follow of e-learning practices participating faculty in the research.

Scope of The Study: E-learning practice will exhibit competence in supporting teaching and learning online for students. These practices are using to stimulate & motivate students for learning efficiently. Digitalization of textbooks-widespread availability of e-Books coupled with proliferation of affordable tablets will surely be one of the biggest drivers in the future. With tablets becoming largely affordable, it will see increased adoption for learning & education. Another big scope is that students living in the smaller towns & cities can get the best possible learning aids from across the world, at a very affordable price. This helps create a level-playing field.

Research Methodology: Quantitative research technique has been used in this study. The data was analyzed by using the statistical package for social science, SPSS version 17.0. Survey was conducted to collect primary data and to prove the hypotheses. Participants were invited to complete the questionnaire with a schedule to collect personal information. All subjects were asked to respond to the questionnaire and their responses were guaranteed to be confidential.

S.No	E-learning Practices Followed By Members of Faculty	SA	A	N	DA	SDA
1	I use search engine for collecting subject material					
2	I use Power point slides for teaching & presentation					
3	I use pen drive to deliver the subject content through multimedia projector to students					
4	I use CD-ROMS for improving the ability & skills of the students					
5	I use CD-ROMS to store permanently information related to teaching & learning					
6	I describe the subject with series of images from CD-ROM					
7	I use CD-ROMS for referring books & e-journals.					
8	I use CD-ROMS for multimedia resources in teaching & learning					
9	I collect the guest lecturer & experts educational CD-ROMs with course material for teaching.					
10	I prepare audio video & graphics forms for teaching in CD-ROM					

Statistical Population and Sampling: The statistical population in this study includes all faculties of educational institutions that were from different majors and different levels of education. The sample volume has been calculated using SPSS as 100 faculties. In order to select the members of sample, the random sampling method has been used.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.713	46

Table 2

Correlations

		Education Level	Department	Age	Teaching Experience	Internet Experience	Using Search Engine	Using Power Point	Using Pen Drive	Using CD-ROM	Using CD-ROM to store permanent information
Education Level	Pearson Correlation	1	.010	.165	.069	.123	.146	-.167	.138	.049	.131
	Sig. (2-tailed)		.925	.100	.497	.225	.148	.096	.171	.626	.192
	N	100	100	100	100	100	100	100	100	100	100
Department	Pearson Correlation	.010	1	.246*	.088	.092	.182	.179	.212*	.141	-.129
	Sig. (2-tailed)			.013	.383	.360	.069	.075	.034	.162	.202
	N	100	100	100	100	100	100	100	100	100	100
Age	Pearson Correlation	.165	.246*	1	.148	.053	.151	.164	.293**	.114	-.003
	Sig. (2-tailed)				.141	.601	.133	.102	.003	.257	.977
	N	100	100	100	100	100	100	100	100	100	100
Teaching Experience	Pearson Correlation	.069	.088	.148	1	.023	.226*	.244*	.157	-.077	.214*
	Sig. (2-tailed)					.817	.024	.014	.118	.447	.032
	N	100	100	100	100	100	100	100	100	100	100
Internet Experience	Pearson Correlation	.123	.092	.053	.023	1	-.059	.005	.148	.129	.152
	Sig. (2-tailed)						.561	.959	.141	.202	.130
	N	100	100	100	100	100	100	100	100	100	100
Using Search Engine	Pearson Correlation	.146	.182	.151	.226*	-.059	1	.153	-.054	-.002	.124
	Sig. (2-tailed)					.561		.128	.594	.983	.220
	N	100	100	100	100	100	100	100	100	100	100
Using Power Point	Pearson Correlation	-.167	.179	.164	.244*	.005	.153	1	.146	.006	.047
	Sig. (2-tailed)					.959	.128		.148	.953	.642
	N	100	100	100	100	100	100	100	100	100	100
Using Pen Drive	Pearson Correlation	.138	.212*	.293**	.157	.148	-.054	.146	1	.047	.020
	Sig. (2-tailed)				.118	.141	.594	.148		.643	.846
	N	100	100	100	100	100	100	100	100	100	100
Using CD-ROM	Pearson Correlation	.049	.141	.114	-.077	.129	-.002	.006	.047	1	-.023
	Sig. (2-tailed)				.447	.202	.983	.953	.643		.820
	N	100	100	100	100	100	100	100	100	100	100
Using CD-ROM to store permanent information	Pearson Correlation	.131	-.129	-.003	.214*	.152	.124	.047	.020	-.023	1
	Sig. (2-tailed)					.130	.220	.642	.846	.820	
	N	100	100	100	100	100	100	100	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 3: Descriptive Statistics

	N	Mean	Std. Deviation
Education Level	100	3.11	1.406
Department	100	2.57	1.297
Age	100	3.04	1.414
Teaching Experience	100	2.70	1.599
Internet Experience	100	3.00	1.348
Using Search Engine	100	2.60	1.400
Using Power Point	100	2.83	1.422
Using Pen Drive	100	2.71	1.416

Using CD-ROM	100	2.89	1.340
Using CD-ROM to store permanent information	100	2.89	1.377

Analyses and Results: In the present study in order to test the hypotheses an expert-designed questionnaire was used for e-learning practices that included 41 questions, which was according to 5-point scales of a Likert Scale (from 1 = strongly disagree to 5 = strongly agree). In this study the reliability of questionnaire was examined through Cronbach's alpha is .713. That is presented in Tables 1. Validity was approved by experts view then a pilot study was conducted to improve the Reliability of the instrument collected data was analyzed using inferential statistics (Pearson correlation coefficient to calculate the correlation size between variables) through a statistical analysis program, SPSS 20.

The order of the perceived practices towards e-learning based on correlation analysis is illustrated in Table II. Considering the collected data, the correlation matrix between variables has been computed. The Computed coefficient in the matrix is presented here.

Descriptive statistics help us to simply large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary. Here we present our descriptive data (Table 3) in the form of Mean and standard deviation (SD). Descriptive statistics was conducted to measure mean, standard deviation of faculty members for following e-learning practices in class room at educational institutions. Every faculty should be adopting e-learning based practices to motivate students for learning in class room. Faculty members perceived to adopt e-learning based practices on their demographic (Education, Department, Age, Teaching experience) in educational institutions.

Table III reveals that faculty members to adopting e-learning based on the other on the other demographic factors, namely Education, Department, Age, Teaching experience, and discipline cited as the most significant their e-learning practices in the educational institutions. $M=3.11, SD=1.406, M=2.57, SD=1.297, M=3.04, SD=1.414, M=2.70, SD=1.599$. The top e-learning practices order were Internet Experience ($M=3.00, SD=1.348$), Using Search Engine ($M=2.60, SD=1.400$), Using Power Point ($M=2.83, SD=1.422$), Using Pen Drive ($M=2.71, SD=1.416$), Using CD-ROM, ($M=2.89, SD=1.340$), Using CD-ROM to store permanent information ($M=2.89, SD=1.377$).

Discussion: Now teaching practices involves substantial classroom interaction, case studies, student group work and presentation, simulations,

and so on. This study evaluated the current state of e-learning practices and helped teaching some light on the progression of implementation of e-learning strategy at the educational institutions. The study discussion confirm staff perceptions of following e-learning practices to save time-consuming but that staff are depended to use technology where they can see the benefits. Faculty members should like to view e-learning positively. To awareness raising of faculty members - through workshops and seminars - to improve teaching faculty about the changing scenes in educational institutions and the need to ensure effective learning and teaching, before e-learning practices are formally introduced in educational institutions. Results of this study also expressed other well-known opinions on the introduction of e-learning practices.

- Accessibility and usability of web-based instruction in the classroom
- Impacts of on-line on traditional teaching and learning strategies
- E-Learning practices can make teaching more efficient
- E-Learning can save faculty members time and effort
- Training all faculty members and students in each semester.

Conclusion: This study was highlighted the significant relationship between e-learning practices in educational institutions. Students are more likely to be more motivated when faculty applied e-learning practices in class room. If faculties are more motivated to use e-learning practices, they are more likely to achieve the learning objectives. If they are engaged and engaged successfully, faculties can make any successful implementation of e-learning in class room. For a successful implementation of e-learning practices, most researchers argue that there is the need for a knowledge management. Where a knowledge repository is created built on faculty skills, research, evaluation, sharing of experiences e-learning implementing institutions, and the establishment of e-learning strategies. The improvement for institutions implementing e-learning practices strategies is to build on positive faculty attitudes, provide appropriate resources and help faculty develop teaching practices and use of technologies that deliver the best outcomes content in particular teaching and learning contexts. Lastly the success to make best for the training of faculties and faculty of the institution implementing the e-learning also has the potential of improving the

implementation of e-learning practices in educational institutions.

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