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A study on E-learning satisfaction of high school teachers

***S. Venkataraman**

Assistant Professor, Department of Education (DDE), Annamalai University, Annamalai Nagar-608 002

Corresponding author: S. Venkataraman, Assistant professor, Department of Education, Annamalai University, Annamalai nagar-608 802.Email: karaivenkat@yahoo.co

Abstract

This study was conducted with 200 high school teachers working in Cuddalore district of Tamilnadu in India. Normative survey method was adopted. The objectives covered were handling subject, gender and educational qualification. High school teachers have low level of E-learning satisfaction. The findings of this study show that the high school teachers are having low level of E-Learning satisfaction. Further, there is no significant difference in the E-learning satisfaction of high school teachers with respect to the sub samples.

Keywords: E-Learning, High school, Null Hypothesis.

Introduction

E-learning is the use of technology to enable people to learn anytime and anywhere. E-Learning can include training, the delivery of just-in-time information and guidance from experts. E-learning is commonly referred to the intentional use of network information and communication technology in teaching and learning (Michael Rodriguez *et al*., 2008).

E-learning Satisfaction

Fulfillment of one's wishes, expectations, or needs, or the pleasure derived from E-learning (Zou Alfaghari Mitra *et al*., 2009)

High school Teachers

High school teachers are those who are handling classes for students from 6^{th} to 10^{th} standard.

Significance of this Study

It is recognized that unless the individual factors of teachers and students are considered, potential of e-learning will not be fully utilized, thus, lowering the return on investment. Developing countries like India, which are in the infant stage of e-learning adoption, cannot afford to fail in the e-learning implementation. Hence, it is essential to take cognizance of the user (teachers and students) as the major factor in any technology-enhanced learning environment (Krishnakumar & Rajesh Kumar, 2011). Thus, it is important to consider both factors relating to the key players - students, teachers and institution - in the implementation of e-learning (Gonzalez-Gomez *et al*., 2012). Hence, the investigator decided to take up this study.

Statement of the Problem

The problem taken for this study can be stated as follows "A study on E-learning satisfaction of high school teachers".

Objectives of this Study

The present study has the following objectives:-

1. To find out the High school teachers' level of E-learning satisfaction.
2. To find out whether there is any significant difference in the E-learning satisfaction of high school teachers with respect to the subject taught (Science/Arts/Language).
3. To find out whether there is any significant difference between male and female teachers with respect to their E-learning satisfaction.
4. To find out whether there is any significant difference between UG, B.Ed., and PG., B.Ed., qualified teachers with respect to their E-learning Satisfaction.

Hypotheses of this Study

Investigator of this study formulated the suitable null hypotheses on the basis of the objectives.

Method of Study

In the present study, Normative Survey method is adopted.

Sample of this Study

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Random sampling technique is used in the selection of the sample for 200 High school teachers.

Tool used in this Study

The tool used in this study is based on the method of Ainimazita, (2008). This is a 5 point Likert type scale, scoring is as SA-Strongly agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree.

Minimum score is 13 and the maximum score is 65.

Reliability and Validity

The authors established reliability when they performed a test-retest reliability measure. They found the scores to be correlated with a reliability coefficient of 0.89. It is also important to point out that this instrument was carefully analyzed to ensure its age would not hinder its validity. The language used in this survey was consistent with the current educational language so that responses were not hindered by the age of the instrument.

Statistical Techniques Used

The following statistical techniques are used to analyze the data collected from the sample

1. Descriptive analysis – Mean and standard deviation
2. Differential analysis – 't' test and 'F' test

Delimitations

1) The present investigation is confined to the high school teachers, working at Cuddalore district of Tamil Nadu.

2) The Study is confined only to a sample of 200 teachers from high school schools.

Descriptive analysis

In order to find out the teachers E-learning satisfaction of high school teachers, the mean and S.D have been calculated (Table. 1).

Table: 1 The mean and standard deviation of teachers E-learning satisfaction scores of high school teacher's

Demographic Variable	Sub sample	N	Mean	SD
Subject Taught	Science	98	31.72	9.84
	Mathematics	30	31.22	8.41
	Language	70	32.74	10.86
Gender	Male	110	31.77	10.34
	Female	90	33.32	11.32
Educational Qualification	UG-B.Ed.,	124	31.48	10.07
	PG-B.Ed.,	76	32.49	11.20
Entire		200	31.96	9.93

Entire Sample

It is evident from the above table that that the calculated mean score of entire sample indicates that the high school teachers have low level of E-learning Satisfaction.

Subject Taught

The mean scores of Science, Mathematics and Language Teachers' E-learning satisfaction indicate that Science, Mathematics and language teachers have low level of teacher's E-learning satisfaction. Further, the mean scores indicate that language teachers are having higher E-learning satisfaction than the other teachers.

Gender

The mean score of male and female student's teacher's E-learning satisfaction indicate that both male and female teachers have low level of E-learning satisfaction. Further, the mean scores indicate that female teachers are having higher Teachers E-learning satisfaction than male teachers.

Educational Qualification

The mean score of UG-B.Ed., and PG-B.Ed., Teachers E-learning satisfaction indicate that both UG-B.Ed., and PG-B.Ed., teachers have low level of E-learning satisfaction. Further, the mean scores indicate that PG-B.Ed. teachers are having higher teachers E-learning satisfaction than UG-B.Ed., teachers.

Differential analysis

Null hypothesis – 1

There is no significant difference in the E-learning satisfaction of high school teachers with respect to the subject taught (Science/Mathematics/Language). In order to test the above Null hypothesis 'F' value is calculated. The above table indicates that the calculated 'F' value 0.76 is lower than the table value at $p < 0.05$ level of significance (Table. 2). Hence, the null hypothesis is accepted and it is concluded that, there is no significant difference in the E-learning Satisfaction of High school teachers with respect to the subject taught (Science / Mathematics / Language).

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Table: 2 Significance of difference among the sub-samples of subject taught with respect to their teacher's E-learning satisfaction					
	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	145.08	2	72.54	0.76	Not significant
Within Groups	22255.06	197	112.97		
Total	22410.14	199			

Null hypothesis - 2

There is no significant difference between male and female teachers with respect to their E-learning Satisfaction. In order to test the above Null hypothesis't' value is calculated. From the above table, since the't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between male and female teachers with respect to their E-learning satisfaction (Table. 3).

Table: 3 Significance of difference between male and female teacher's with respect to their E-learning satisfaction					
	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	145.08	2	72.54	0.76	Not significant
Within Groups	22255.06	197	112.97		
Total	22410.14	199			

Null hypothesis - 3

There is no significant difference between UG. B.Ed., and PG., B.Ed., qualified teachers with respect to their E-learning satisfaction. In order to test the above null hypothesis 't' value is calculated. From the above table, since the't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between UG., B.Ed., and PG., B.Ed., qualified teachers with respect to their E-learning Satisfaction (Table. 4).

Table:4 Significance of difference between UG., B.Ed., and PG., B.Ed., qualified teacher's with respect to their E-learning Satisfaction					
Educational Qualification	N	Mean	SD	t-value	Significance at 0.05 level
UG., B.Ed.,	124	31.48	10.07	1.41	Not significant
PG., B.Ed.,	76	32.49	11.20		

Important Findings

- High School teachers have low level of E-learning satisfaction.
- There is no significant difference in the E-learning satisfaction of high school teachers with respect to the subject taught (Science/Mathematics/Language).
- There is no significant difference between male and female teachers with respect to their E-learning Satisfaction.
- There is no significant difference among UG., B.Ed., and PG., B.Ed., qualified teachers with respect to their E-learning Satisfaction.
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Conclusion

The findings of the study reveal about the present position of High school teachers' E-learning satisfaction. In future, teachers must keep in mind that every teacher's quality is affecting student's quality and hence teachers should have E-learning satisfaction in all his activities so as to influence the students positively. A teacher education program (in-service) could be offered to focus on factors that received low E-learning satisfaction scores. Teacher educators should identify those factors that can be affected by teacher input, such as handling community pressures and getting along with administrators and other teachers. Factors such as school facilities, teacher salary, teacher load, and community support of education are not directly controlled or influenced by the teacher and may be sources of frustration. Hence, these are to be addressed to increase teachers' E-learning satisfaction.

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