

A STUDY ON FACTORS INFLUENCING THE KNOWLEDGE, ATTITUDE AND PRACTICES OF FACULTY MEMBERS ON ONLINE MANAGEMENT EDUCATION

Dr. M. Soundarapandian*

*Professor & Head, Department of Rural Industries and Management, Gandhigram Rural Institute – Deemed to be University Gandhigram, Email: msprimgri@gmail.com

ABSTRACT

During the present technology era, everywhere new inventions, new ideologies has been occupied in traditional ways. Similarly, education also transformed it to face fast technological support. Now a days, students and teachers have many ways to participate with learning environment. These are all providing over the internet and it is calling by the name of online learning. In the Indian situation where there is a shortage of teachers, MOOCs can play a vital role in imparting higher education as they provide equal access to everyone regardless of their socioeconomic status, gender, age and cost affordability. It is also a response to large societal needs related to learning. In order to analyze the factors influencing the Knowledge, Attitude and Practice (KAP) of the faculties of management institutions on the online learning, primary data were collected in selected institutions offering online management education programs. Tamil Nadu state is purposively selected for the study, as it is one among the advanced state of India. The primary data were collected from 100 faculty members to analyze the factors influencing the KAP on online learning in Tamil Nadu. While concluding, it is suggested that the educational institutions must be fully motivational and encouraged rather than the staff members for the effective implementation of the online learning management education programs. In order to tune with the recent development at the global level, management education programs with employability and digital skills could be provided through the successful online education programs.

Key Words- Knowledge, Attitude, Practice, Online Management Education

INTRODUCTION

During the present technology era, everywhere new inventions, new ideologies has been occupied in traditional ways. Similarly, education also transformed it to face fast technological support. Now a days, students and teachers have many ways to participate with learning environment. These all are providing over the internet and it is calling by the name of online learning. Online Learning has variety of styles by its core. They are: Computer-based learning, Web-based learning, Internet based learning, online learning, e-learning (Electronic learning), m-learning (Mobile learning), computer-aided distance education.

It is contrasted with traditional courses taken in a brick-and-mortar school building. Online learning is a new generation of distance learning education. It is a rich learning environment with much more flexibility than a traditional classroom.

From the use of satellite in the early 1970s to the present interest in a dedicated Satellite for Education (EDUSAT), India has considered education as a primary force for development of the nation. This project has got tremendous success in India during last few years to motivate Indian conventional education to a new era of HI-Tech education. The country's first online educational enterprise also came with the private initiative, when the National Institute of Information Technology (NIIT Limited) Net varsity in 1996. National Digital Repository of learning resources, project was started by Indira Gandhi National Open University, in 2006. The repository was developed using D space open sources software, which ideates to store, index, preserve, distribute and share the digital learning resources of open and distance e-learning (ODL) institutions of the country.

National Programme on Technology Enhanced Learning (NPTEL), which is being funded by the Ministry of Human Resource Development (MHRD). This was first conceived in 1999, to pave the way for introducing multimedia and web technology to enhance learning of basic science and engineering concepts, was launched in September 2006, Under the project, 7 IITs (Indian Institute of Technology) and IISc (Indian Institute of Science) Bangalore, worked on the Rs.20.5 crore project from 2003 to 2006, to create 112 video courses and 116 web courses. These courses are available to students, working professionals and colleges (both government-aided and private) at virtually no cost or very low cost.

In India, there is a shortage of teachers. Massive Online Open Courses (MOOCs) can play a vital role in imparting higher education as they provide equal access to everyone regardless of their socioeconomic status, gender, age and cost affordability. It is also a response to large societal needs related to learning. The IT industry in India is at its crossroads: automation and cloud computing advancements threaten many with job loss. The employees have to upskill themselves depending on their domain knowledge. MOOC gives a second chance to the youth and the growing number of elder population in the country to formal learning. Thoughtful dialogues and deliberations need to be held to find out new insights to make MOOC a long term viable proposition. It should be student centric and the complex educational needs of learners have to be identified and addressed. High speed internet should be available so that there is no interruption during classes. Students will have to be self motivated and should be taught time management.

In Tamil Nadu, since the year of 2015 - 2016, 30,000 plus students are studying regular post graduate and diploma in management courses. The management studies also have lots of courses in online learning system and course also offers the same rigorous curriculum as its on-campus counterpart. The present study attempts to analyse the Knowledge, Attitude and Practices on the online learning among the teachers in Management programmes. The main objective of the study is to analyse the factors influencing the knowledge, Attitude and practices of faculty members on online management education in Tamil Nadu State.

DESIGN OF THE STUDY:

In order to analyze the factors influencing the Knowledge, Attitude and Practice (KAP) of the faculties of management institutions on the online learning, primary data were collected

in the selected institutions offering management programmes. Tamilnadu state is particularly selected for the study, as it is one among the advanced state of India. In India, there are 3068 AICTE Approved institutions offering the management programmes. Nearly 12 percent of the institutions (368) of the total institutions are functioning in Tamilnadu state. Of the total institutes, 20 institutes are selected for the interview purpose based on the performance of the institutions. The sample 20 institutions consist of 3 B-schools, 2 Universities, 5 Arts and Science colleges and 10 Engineering colleges. In each institution, 10 students and 5 faculty members were randomly selected for the primary data collection. The primary data were collected from 100 faculty members to analyze the factors influencing the KAP on online learning in Tamilnadu. The data were collected by using a pre-tested questionnaire. The collected primary data are analysed by using the statistical tools namely Kruskal-Wallis Test (Non-Parametric test for One Way ANOVA) and Chi-square Test, etc.,

RESULTS AND DISCUSSION

There is a relation between the socio-economic status of the faculty members and the factors influencing the KAP on online management education. The exercise details are established in Table -1.

Profile of Faculty Members:

The results of the data collected from 100 faculty members are analysed in this section.

Table – 1. Profile of the Faculty Respondents

		Institute Type				
		Engineering College	Arts and Science College	Business School	University	Total
Course	Management Programme	50(50)	25(25)	15(15)	10(10)	100(100)
Gender	Male	34 (34)	18 (18)	6(6)	9(9)	67(67)
	Female	16 (16)	7(7)	9(9)	1(1)	33(33)
	Transgender	0	0	0	0	0

Source: Primary Data

Note: Figures within parentheses denotes percentages

Table 1. shows that 50 respondents are from engineering colleges, 25 percent of respondents are from arts colleges, 15 percent of Teachers are from Business schools and only 10 percent from universities. It is clear that study covers mostly the faculties of engineering college. It reveals that 67 percent of male faculty respondents and 34 percent of female respondents are covered in this study.

Table-2. Working Experience of Faculty Respondents

		Engineering College	Arts and science college	Business School	University	Total
Experience	1-5 years	12	4	5	0	21(21)

	6-10 years	23	11	8	4	46 (46)
	11-15 years	8	3	1	4	16 (16)
	16-20 years	5	4	1	0	10 (10)
	21 and above	2	3	0	2	7(7)
Age Group	25-30	4	6	3	0	13 (13)
	31-35	17	5	8	2	32 (32)
	36-40	14	2	1	3	20 (20)
	41-45	14	8	2	4	28 (28)
	46-50	1	1	1	0	3 (3)
	51 and above	0	3	0	1	4 (4)

Source: Primary Data

Note: Figures within parentheses denotes percentages

Working Experience:

The working experience of the sample faculty members are analysed in Table 2. The table reveals that 21 percent of teacher respondents are working with 1-5 years of experience; 46 percent of teachers are working with 6-10 years of experience; 16 percent are working with 16-20 years of experience and 7 percent of teacher respondents are working 21 years and above experience. It is clear that most of the faculty members (46 percent) are working with the 6-10 years of experience in the study institutions. The study found that most of the sample faculty respondents are in the age groups of 31 to 35 years, followed by 28 percent of the respondents are in the age group of 41-45 years; only 4 percent of the faculties are in the above 51 years age group and 7 percent are in the below 30 years of the age groups. It is clear that the middle age group faculties are working as teachers in the management programmes.

Salary And Workload:

The salary details and work load per week of the faculties of management programme are exhibited in Table 3. The table shows that 35 percent of the faculties are working for 17-20 hours of work and 51 percent are working for 15-17 hours per week in the study institutions. The study found that the work load is higher in the engineering colleges (22 percent) than universities (10 percent) and in business schools (9 percent).

Table-3. Monthly Salary and Weekly Workload of faculties

Work/ Salary	Options	Engineering College	Arts and Science College	Business School	University	Total
Work load per week	Less than 15 hour	6(6)	5(5)	2(2)	0(0)	13(13)
	15-17 hour	22(22)	10(10)	9(9)	10(10)	51(51)
	17-20 hour	22(22)	9(9)	4(4)	0(0)	35(35)
	More than 20 hour	0(0)	1(1)	0(0)	0(0)	1(1)
Salary per month	10,000-25,000	23(23)	11(11)	10(10)	0(0)	44(44)
	25,00-50,00	18(18)	4(4)	5(5)	3(3)	30(30)
	50,000-1,00000	9(9)	6(6)	0(0)	6(6)	21(21)
	1 lac and above	0(0)	4(4)	0(0)	1(1)	5(5)

Source: Primary Data

Note: Figures within parentheses denotes percentages

Regarding the salary, 44 percent of teachers are earning Rs.10,000 to 25,000 per month; 30percents are earning Rs.25,000- 50,000 per month; 21 percent are earning Rs.50,000-1,00000 and only 5 percent of sample respondents are earning Rs.1 lac and above. It shows that 44 percent of sample respondents are earning from Rs 10,000 to 25,000 per month and it is only the meagre salary. The 5 percent of the faculties of management programme are getting the fair salary of Rs.1.lakhs and above.

Factors Influencing Kap Of Faculties On Online Learning:

The collected primary data about the factors influencing the knowledge, Attitude and practice of faculties on online management education programme are analysed by testing a few hypothesis. The Kruskal-Wallis is considered the nonparametric analogue to the parametric, ANOVA. The Kruskal-Wallis is most applicable when comparing two or more data within each of the multiple samples do not need to follow a normal host As with one-way ANOVA, the test aims to determine if there is an overall among the various sampling groups; also similar to one-way ANOVA, the Wallis lacks the ability to specify where the difference lies between groups. The Wallis test is most applicable when certain conditions and assumptions are fulfilled. And also, the medians or mean ranks of three or more groups are evaluated and a logical conclusion for each dataset is constructed. The Wallis test is used for test hypothesis. The first hypothesis is that there is no significant deference between the experiences of teachers working in management programme in Tamil nadu in relation to their knowledge, attitude and practices on online learning among the teachers with their practices. The results are given in Table 4.

Table-4. Kruskal-Wallis Test for Knowledge, Attitude, Practices towards online learning among teachers with their experience

Variables	Experience	N	Mean Rank	P value
Knowledge on Online learning among teachers	1-5	22	51.18	0.343
	6-10	45	51.92	
	11-15	18	40.69	
	16-20	8	64.94	
	21 and above	7	47.93	
Attitude towards online learning among teachers	1-5	22	53.66	0.252
	6-10	45	50.50	
	11-15	18	55.14	
	16-20	8	52.00	
	21 and above	7	26.93	
Practices towards online learning among teachers	1-5	22	45.09	0.249
	6-10	45	53.51	
	11-15	18	55.08	
	16-20	8	55.88	
	21 and above	7	30.21	

Source: Computed from primary data.

Table 4 shows the Knowledge, Attitude, Practices towards online learning among with their experience. P value of the variables Knowledge is 0.343, Attitude practice value is 0.252 which are greater than 0.05 and then the null hypothesis is accepted at that there is no significant difference between the experiences of teachers working in management programme in Tamilnadu in relation to their attitude and practices online learning. The same test is used for testing the hypothesis that there is no significant difference between the working institute types of teachers working in management programme in Tamilnadu in relation to their Knowledge, attitude and practices on online learning. The results are presented in Table.5.

Table-5. Kruskal-Wallis Test for Knowledge, Attitude, Practices towards online learning among teachers with their working institute type

Variables	Experience	N	Mean Rank	P value
Knowledge on Online learning among teachers	Engineering College	50	52.09	0.687
	Arts and science College	25	52.08	
	Business School	15	42.43	
	University	10	50.70	
Attitude towards online learning among teachers	Engineering College	50	50.30	0.508
	Arts and science College	25	46.46	
	Business School	15	60.23	
	University	10	47.00	
Practices towards online learning among teachers	Engineering College	50	48.53	0.510
	Arts and science College	25	46.96	
	Business School	15	59.03	
	University	10	56.40	

Source: Computed from primary data.

Table 5 shows the Knowledge Attitude, Practices towards online learning among teachers with their working institute type. P value of the variables Knowledge is 0.687 Attitude is 0.508 and Practices is 0.510, which are greater than 0.05 and then the null hypothesis is accepted that there is no significant difference between the working institute type of teachers in management programme in Tamilnadu in relation to their attitude and practices on online learning.

Another one hypothesis is that there is no significant difference between the earning salaries of teachers working in management programme in Tamilnadu in relation to their Knowledge, Attitude and Practices of online learning. Table-6 shows the result of the Kruskal-Wallis Test for knowledge, Attitude, Practices towards online learning among the teachers with their salaries.

Table-6. Kruskal-Wallis Test for Knowledge, Attitude, Practices Towards Online Among The Teachers With Their Salaries

Variables	Salary Group	N	Mean Rank	P value
Knowledge on Online learning among teachers	10k-25k	50	50.52	0.467
	25k-50k	30	49.20	
	50k-1lac	15	58.00	
	1lac and above	5	35.60	
Attitude towards online learning among teachers	10k-25k	50	49.38	0.19
	25k-50k	30	62.08	
	50k-1lac	15	36.73	
	1lac and above	5	33.50	
Practices towards online learning among teachers	10k-25k	50	50.13	0.10
	25k-50k	30	62.15	
	50k-1lac	15	34.40	
	1lac and above	5	32.60	

Source: Computed from primary data.

Table-6 shows the Knowledge, Attitude, Practices towards online learning among teachers with their salary. P value of the variables knowledge is 0.467, Attitude is 0.19 and Practices is 0.10, which are greater than 0.05 and then the null hypothesis is accepted that there is no significant difference between the earning salaries of teachers working in management programme in Tamilnadu in relation to their attitude and practices on online learning.

Finally, the hypothesis is that there is no significant difference between workloads per week of teacher working in management programme in Tamilnadu in relation to their attitude and practices on online learning. The results are established in Table 7.

Table-7. Kruskal-Wallis Test for Knowledge, Attitude, Practices towards online learning among teachers with their work load

Variables	Working hours per week	N	Mean Rank	P value
Knowledge on Online learning among teachers	Less than 15	13	44.77	0.184
	15-17	51	46.77	
	17-20	35	57.09	
	More than 20	1	84.50	
Attitude towards online learning among teachers	Less than 15	13	43.15	0.727
	15-17	51	51.64	
	17-20	35	51.06	
	More than 20	1	68.50	
Practices towards online learning among teachers	Less than 15	13	53.35	0.828
	15-17	51	51.86	
	17-20	35	47.97	
	More than 20	1	32.50	

Source: Computed from primary data.

Table-7 shows the Knowledge, Attitude. Practices towards online learning among teachers with their work load. P value of the variables knowledge is 0.184; Attitude is 0.727 and Practices is 0.828, which are greater than 0.05 and then the null hypothesis is accepted and inferred that there is no significant difference between workloads per week of teachers working in management programme in Tamilnadu in relation to their attitude and practices on online learning

CONCLUSION:

While concluding, it is suggested that the educational institutions must be fully motivational and encomased rather than the staff members for the effective implementation of the online learning management education programmes. In order to tune with the recent development at the global level, management education programmes with employability and digital skills could be provided through the successful online education programmes.

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