Correlation between Virtual Learning Awareness and Interest towards Technology and Online Resources in Teaching

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ABSTRACT

The pandemic redefined learning. The suspensions of contact education lead to the onset of online learning. Online learning is affected by a lot of factors in teaching. This paper will analyse the correlation of certain variables between virtual learning awareness and interest towards technology and online resources in teaching.The variables for the correlation are gender, locality of the university, handling subjects, years ofexperience, internet users, type of management. The results show significant correlation between variables and conclude that the variable affect the awareness and interest of teachers towards technology and online resources in teaching.

Keywords: Virtual learning, Teaching, Technology, Hybrid environment

INTRODUCTION

Online courses are defined as those in which at least 80 % of the course content isdelivered online. Typically have no face-to-face meetings (Allen & Seaman, 2010).The role of teacher in an online environment is sometimes doubted. But, as O'Mara(2012) asserts that online really is a method of delivery, just like the classroom is,and the role of the teacher is more important in anonline environment orhybridenvironment than in atraditional classroom.

It is a revolutionary and transformative stage in the educational scenario that we are moving away from traditional classrooms and toward highly advanced and virtual, online, and web-enhanced technology-enhanced classrooms. This shift is occurring at a time when we are shifting from traditional classrooms to highly advanced and virtual classrooms. This development is occurring at a time when the educational environment is going through a period of tremendous transformation. Our capacity for creativity has been significantly bolstered by the advent of the internet, with its hypertext and virtual worlds. Because of this, our minds are able to think in novel ways, as well as investigate and comprehend common themes from a wide range of perspectives and angles. It prepares the ground for new experiences and new learning, both of which lead to higher-ordered learning outcomes, and it does so in a way that is both direct and indirect. If we were to look at the history of the world, we would notice that the majority of the discoveries were the result of innovative thinking or an original approach to the objects and ideas that were being investigated. This is something that we would notice if we were to look at the history of the world. As a consequence of this, we need to make the effort to identify and put into practise systems of education and training that generate ways of thinking that are original and imaginative. Students shouldn't be judged only on the basis of their results, and they also shouldn't be subjected to undue pressure to learn via reading alone or to conform to artificial benchmarks (grades). They need to participate in a wide range of activities so that they can uncover and develop their potential. As the use of computers and the internet became more widespread in educational settings, doors that were previously closed were opened to opportunities that were before unavailable.

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The study is taken under the broad umbrella of English Language Teaching to study the learning challenges teachers' perceptions of the learning difficulties.. Aside from that, the paper will explore whether or not there are statistically significant differences between demographic variables and the attitudes of instructors toward the use of online resources. The variables are gender, locality of school, handling subjects, internet users and types of management. To collect in-depth data, the researchers employed a questionnaire and interviews to meet the objective.

METHODOLOGY

EFL teachers were selected randomly from management universities in Bihar. Data was collected via interview and questionnaire online method. The majority of these are in Patna, although several are also in districts such as Gaya, Muzaffarpur, Darbhanga, and Madhubani.

DATA COLLECTION AND SAMPLE

The purpose of the study was to gather the opinions of teachers in order to determine the impact of English language proficiency on the learning of other main courses. The paper will analyse if there are any statistically significant differences between demographic characteristics and instructors' attitudes regarding utilising online resources considering the variables of: Gender, Locality of the University, Handling of Subjects, Internet Users and Type of Management.

The paper covers four important districts in Bihar: Patna, Muzaffarpur, Darbhanga, and Madhubani, based on the highest number of management institutes and the feasibility of data gathering in these regions.English Language teachers in these four districts were invited through their management to participate in this study. The age of the teacher ranged from 30 to 50 with the mean age as 40. The teachers had all earned Bachelor's Degree in Education (B.Ed) at least and some of them also possessed Master's Degree in English.

This paper follows the qualitative nature to access the inner world of perception and make meaning by understanding, describing, and explaining the social process from the participants' perspectives and experiences)Maykut& Morehouse, 1994). The researchers attempted to make conceptual comparisons across the functional contexts.

TOOLS FOR THE STUDY

A five-point scale from "Strongly Agree" to "Agree," "Undecided or Neutral," "Disagree" to "Strongly Disagree" was developed by the researcher to assess the interest of teachers in virtual learning awareness.

STATISTICAL TECHNIQUES USED

Correlation Analysis: Pearson's product moment "r" was computed between

a) Attitude towards using Online ResourcesScoresand

b) InteresttowardsTechnology inTeaching Scores.

Online English instruction has been the subject of numerous studies in an effort to find the most effective methods of instruction. While the primary focus of the study was on the effectiveness of online learning techniques for English language acquisition, there was also additional information regarding important considerations to keep in mind when implementing the strategies.

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Table 1: Correlation Between Background Variables OfVirtual Learning Awareness And Attitude TowardsUsing OnlineResources

S. No.	Variables	Sub-Sample	df	Calculatedvalueofr	Tablevalueofr	Level	S/NS
1	Gender	Male	280	0.171	0.138	0.05	S
		Female	160	0.106	0.088	0.05	S
2	Locality Oftheschool	Rural	225	0.167	0.138	0.05	S
		Urban	215	0.153	0.088	0.05	S
3	HandlingSubjects	Arts	300	0.174	0.098	0.05	S
		Science	140	0.152	0.098	0.05	S
4	Internet users	Yes	702	0.165	0.088	0.05	S
		No	204	0.254	0.138	0.05	S
5	Type ofManagement	Government	180	0.316	0.195	0.05	S
		Aided	120	0.237	0.138	0.05	S
		Self-finance	140	0.172	0.088	0.05	S

Table 2: Correlation Between Background Variables of Attitude Towards Technology inTeaching

S. No.	Variables	Sub-Sample	df	Calculatedvalueofr	Table valueofr	Level ofSignificant	S/NS
1	Gender	Male	280	0.176	0.138	0.05	S
		Female	160	0.112	0.088	0.05	S
2	Localityoftheschool	Rural	225	0.153	0.138	0.05	S
		Urban	215	0.147	0.088	0.05	S
3	HandlingSubjects	Arts	300	0.169	0.098	0.05	S
		Science	140	0.143	0.098	0.05	S
4	Internet users	Yes	380	0.154	0.088	0.05	S
		No	60	0.259	0.138	0.05	S
5	Type ofManagement	Government	180	0.346	0.195	0.05	S
		Aided	120	0.229	0.138	0.05	S
		Self-finance	140	0.172	0.088	0.05	S

FINDINGS AND DISCUSSION

Table 1 shows the results of the calculations in greater detail. There is a significant difference between the table value (0.088) and the 'r' values (0.142). We therefore come to the conclusion that attitudes toward using online resources and interest in technology in teaching have a strong relationship to them. In Table 1, all background variables are gender, locality of the school, handling subjects; years of experience, internet users and type of management all are significant 0.05level. To

sum it all up, it can be said that teachers' attitudes on the use of online resources have a strong correlation with their awareness of virtual learning. There is a breakdown of the computations in Table 1, R-values of 0.102 are greater than the table value of 0.088 and significant at 0.05 levels, according to the results of this study.

For these reasons it may be inferred there is a significant correlation between instructors' awareness of virtual learning and their attitude toward using online resources. Thus, from the findings it is concluded that only when teachers have awareness towards virtual learning their attitude towards using online resources increases.

Table 2 provides the full breakdown of the calculations. Gender, location of the school, handling of subjects, years of experience, internet users and management type are all significant at the 0.05 level for all variables of the background.We can come to the conclusion that attitudes toward using online resources and interest in technology in teaching have a strong relationship to them. The findings clearly shows that attitude of the teachers is very important in case of using online resources. Only then they will be showing interest in using the latest technologies in teaching. Table 2 shows the results of the calculations in greater detail. There is a statistically significant difference between the 'r' values and the table value (0.088) of 0.153. There is a strong correlation between instructors' awareness of virtual learning and their desire to include technology into their instruction. Thus, thefindings show that teachers who have awareness in virtual learning onlyshow interest in using technology in teaching.

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