Attitude of professors and students about virtual learning at colleges in Iran

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Abstract
Although virtual learning is seen as a desirable phenomenon and has been increasing rapidly among colleges in Iran but there are still few researches in this area. The goal of this study is to survey the attitude of professors and students in the Iranian colleges. For this purpose 95 and 161 questioners were provided and sent to professors and students, respectively. Results show that professors have positive attitude to virtual learning as an effective instructional tool. For students results indicate that factors such as independency, guidance of professors and multimedia instruction are the most effective variables in using virtual learning. For both professors and students it has been noticed that Self-sufficiency and Self-acceptance are the most important factors of using virtual learning.

Key words: Virtual Learning, Attitude, Multimedia instruction

1-Introduction
Application of learning and instruction tools such as internet and information technology is increasing rapidly. Virtual learning is one of the most important learning environments today so efforts and experiences in this area considered worldwide. Most of colleges in Iran are using this technologies but effective extension of electronic instruction without considering attitude of professors and students will not be successful. It should be noted that virtual learning like traditional learning is considered as one of the ways of instruction and learning so these two concepts are completed.

2-Theoretical framework
Khan (2000) noted that virtual learning included learning based network, instruction based internet and advanced learning. In other definition electronic learning is instructions that present through electronic media such as internet, intranet, extranet and hypertext (Govindasamy, 2002). User's attitude about virtual learning establishes a suitable environment for instruction. According to Liaw & Huang, (2003) attitude of users can be divided in to felling, cognitive and behavioural. The purpose of this paper is measuring attitude of professors and students at colleges in Iran. Liaw (2004) suggests three concepts: characteristics of learners, structures and interaction. In establishing and developing virtual learning, understanding of social needs is necessary. First characteristics of learners such as attitude, motivation, beliefs, trust should be determined (2000, Passerini & Granger). Virtual learning improve independent learning environment. Using multimedia tools
for instruction lead to development of cognitive skills of learners. Finally virtual learning environment suggest group interaction. Group interaction is a kind of collaborative learning that helps learners to develop (Vygosky, 1978). Having positive attitude to virtual learning leads to more motivation (Liaw, 2000). Three-tier Technology Use Model (3-TUM) is an conceptual model for survey the attitude of users in information technology and internet (Liaw, 2004). According to this model person's attitude to information technology follow three tier including person's experience, affective or feeling and behavioural intent. In this research based on this model following hypotheses proposed:

3-Hypotheses

H1A: The quality of virtual learning has positive relation with the interest of professors to electronic learning environment.
H1B: The quality of virtual learning has positive relation with the self-sufficiency of professors to electronic learning environment.
H1C: The quality of virtual learning has positive relation with the self-acceptance of professors to electronic learning environment.
H1D: The interest of professors to virtual learning has positive relation with their intent for using of electronic learning.
H1E: Self-sufficiency of professors to virtual learning has positive relation with their intent for using of electronic learning.
H1F: Self-acceptance of professors to virtual learning has positive relation with their intent for using of electronic learning.
H2B: Guidance of professors in learning indicates that student's attitude to virtual learning is an effective learning tool.
H2C: Multimedia instruction indicates that student's attitude to virtual learning is an effective learning tool.

4-Results

4-1-Results of professor's attitude
87 of professor's were familiar with virtual learning. Professor's attitude reliability coefficient of virtual learning is α=1.95 that indicate the reliability of questions is high. For finding the relation between scales, Pearson correlations were used. Comparison between variables indicates that there is significant and correlated relation between variables but correlation less than 80 percent. Correlation are significant at the p<0.01(2-tailed) For predictor model, analyzed and multiple regression were used. Three regression analyzed were used to examining hypotheses H1A, H1B, H1C, for showing effect of predictor variables (feeling of happiness from multimedia instruction) on feeling of Self-sufficiency, interest and usefulness of virtual learning environment. Results show that independent relation variables of happiness can predict feeling of self-sufficiency (R=0.21, p<0.01, F (94) =10.24) and feeling of usefulness (R=0.21, P<0.01, F (94.1). For examining hypotheses H1F, H1D and H1E regression analyzing were done to determine the effect of predictor variables on the intent of using learning environment. Results showed that independent variables of usefulness and self acceptance can predict willing of professors for using virtual learning(R=0.67, P<0.00, F(93,2)=39/25). In this case the feeling of usefulness have the most effect(R=48).

4-2-Results of student's attitude
Reliability of student’s questioner about attitude of students to electronic learning were accepted ($\alpha=0.92$). For finding the relation between variables, multiple analyzed regression were used. Analyzed regression in order to find effects of predictor variables on electronic learning as an effective learning environment show that all three independent variables (electronic learning as independent learning environment, electronic learning as multimedia instruction environment and electronic learning as environment learning based on guidance of professors).

5-Conclusion

According to the results all hypotheses accepted. In addition professors have high positive attitudes to electronic learning. Four variables including Self-sufficiency, Interest, Usefulness and Intent of using electronic learning tools were used to find their attitudes. Happiness from educational system and multimedia instruction are basic factors so professors have positive view to electronic learning environment as an educational tool that effect on using it. Multimedia instruction is an important predictor for variable of interest. According to statistics students have a good experience in using internet. Students expect that professors help them during using electronic learning. Students have positive view to electronic learning. Results show independence, multimedia instruction, guidance of professors and learning are correlated. Clark (1994) noted that internet and multimedia certainly are educational issues but the amount of using them dependent to attitude of professors and students.

Finally it should be noted that in this research only attitude of professors and students considered as one of the important factors but designing electronic learning environment need factors such as social culture, structure of educational system, technical issue that can be studied in future research.

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