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CRITICAL ANALYSIS OF LEARNER'S PSYCHOLOGY RELATED PROBLEMS IN E-LEARNING

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Abstract

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In developed countries, the delivery of many courses in higher education sectors has changed. New technology has been used inside and outside the classroom to enhance student learning. E-learning contains each form of electronically supported learning and teaching. The ICT (Information and Communication Technology) system serves as a medium to implement the learning process. E-learning has many advantages but at the same time it has some disadvantages and they are mostly based upon the Psychology of the learner. This paper presents an overview of learners psychological problems towards e-learning such as anxiety, technophobia learners cannot recognize the computer-generated instructional materials. This paper especially emphasizes the fact that teaching with "classrooms without walls" will not fully replaces traditional approach of teaching and learning.

Introduction:

“Today everybody is acquainted with e-mail, e-commerce, e-business, e-trading so it was unavoidable that the term e-learning would be coined”. This term has become very common all over the world. Corporate e-learning is one of the fastest growing processes which have made marketing very promising in the education industry. Similarly impact of e-learning can be seen in education. E-learning has advantages at the same time it has some disadvantages and they are totally based upon the Psychology of the learner i.e. attitude, behavior etc.

E-learning contains each form of electronically supported learning and teaching. The ICT (Information and Communication Technology) system serves as a medium to implement the learning process, but the term e-learning most likely to be utilized for reference in out-of-classroom and in-classroom educational experiences with the support of technology. E-learning is the expression broadly used to describe “instructional content or learning experience delivered or enable by electronic technology.

E-learning has been defined in number of ways in literature in general e-learning is the expression broadly used to described “Instructional content or learning experience delivered on enabled by electronic technologies”[1]. Laurillard (2006)[6] defined e-learning as the use of any of the new technologies or applications in the service of learning or learner support. It is very significant definition because e-learning can make a difference to how learner learn, how easy it is to study and most important thing is how much they enjoy learning.

Working of e-learning system:

E-learning is a virtual equivalent of a university that has to meet four essential functions as: student’s management, distribution of knowledge, testing progress of learners and communication between learner and teachers. Working of e-learning is done synchronously and asynchronously. Synchronous, means "at the same time," involves interaction of participants with an instructor via the Web in real time. Asynchronous, which means "not at the

same time," allows the participant to complete the course at his own pace, without live interaction with the instructor[9].

The E-learning system can provide a visual representation of the components and the objects can be moved among these components. In e-learning "Learning Management System" (LMS) is a suite of Services that manage the delivery and tracking of learning content to a learner. In e-learning system different learning objects exchanged between each component[10].

Problems in E-learning:

E-learning has constantly increased its importance in education. Both public and private organizations. Doubts have been expressed in regards to its effectiveness. These difficulties often have their origin in human-system interaction, thus there is the necessity to investigate interaction in e-learning. We approach these interaction problems from a user psychological point of view.

In e-learning first factor was interpreted as anxiety. Anxiety was chosen here because it

is an emotion activated by being in a learning situation. The second factor was satisfaction. In psychology, satisfaction is linked to the feeling of reaching a goal. The third factor was pride, it is also positive. The feeling that one has been able to reach a goal is logical here. The fourth factor was frustration. Frustration is the feeling that arises when one cannot reach a goal[3].

Obstacles in participating in e-learning as a technical problem and look for improvement in advancing technology. Analysis of the existing interaction technology is not necessarily sufficient, as the obstacles are often in the mind and emotions of people rather than in the interaction modes. To analyze the emotional obstacles in e-learning questionnaire were generate which is divided into various categories. The result indicate that the emotional experience or emotional state are connected to the learning experiences to overcome this problem frustration-pride-model is introduce. "One matter for consideration is that success in using the device and program generates pride and failure generates frustration" [3].

Sometimes use of technology have some unpleasant side effects, which may include strong, negative emotional states that arise not only during interaction but even before, when the idea of having to interact with the computer begins. Frustration, confusion, anger, anxiety and similar emotional states can be arises. Computer anxiety can be defined as “a feeling of being fearful or apprehensive when using or considering the use of a computer”[4].

Anxiety is differentiated into three types[4]:

- 1) Trait anxiety: Trait anxiety shows that peoples are chronically anxious and constantly under tension at any situation. Trait anxiety defines a personality characteristic and these may be inherited.
- 2) State anxiety: State anxiety fluctuates time to time and occurs to responsive situations. This anxiety is related to a person’s learning background.
- 3) Concept-specific anxiety: It is a transitory neurotic type of anxiety. Concept-specific anxiety is the range

between trait and state anxieties. Concept-specific anxiety is computer anxiety because it is a feeling that is associated with a person’s interaction with computer.

Some researchers investigated correlation between learner’s attitude towards e-learning and loneliness at the last stage of their online learning experiences. By referring some existing research works about the problems (limitations) of e-learning, it observes that e-learning is not suitable for individuals without self-discipline to complete all tasks independently. In e-learning if the learner have some computer related phobia then their level of anxiety is also increase. Communications arranged in a e-learning environment would certainly lessen personal relationships and reduce the participation of learners. Online communication is complex and will not be comfortable to the inexperience learners.

The passion of implementing new learning technologies, higher education, institutions, faculty and students faced multiple technology-related difficulties. Educators

who first used technology-based instruction faced obstacles because the whole educational setting was change. Teachers complained that the process of developing web-based course materials is time consuming and demanding of high levels of technical support and most of the time guide to do more work[2].

The e-learning cannot completely replace teachers because teachers would have key role and they can participate in developing and making use of e-learning cloud which is a migration of cloud computing technology in the field of e-learning-learning cloud is a future of e-learning infrastructure.

Discussion of learner's attrition in online courses needs to consider the factors that learners themselves cite as reasons for dropping out or not completing. Online survey reported four factors affecting their decision to drop the course [7].

- 1) Personal motivation.
- 2) Instructional design of course/ program.
- 3) Conflicts between study, work and family.

- 4) The feeling they had learned what they needed or wanted.

Learners dropping out early from an e-learning course are related to the complexity of the learning tasks that confront a learner engaging with e-learning.

Cognitive load theory and the impact of cognitive overload on early drop outs:

Cognitive load theory states that learning is initially processed in working memory, working memory is short term, low in storage capacity and can only process very limited amount of new information at a time. Learning new material or a skill, for which a schema in long term memory is undeveloped or non-existent can cause working memory to quickly overload its limited capacity. This overloading resulted in a learner becoming highly anxious and losing confidence, which is turn can lead to the learning process, in effect, freezing and the learner being unable to continue[7].

One important question in E-learning is regarding "Why it is not always liked by people?". One obstacle in participating in E-learning as a technical problem and look for

improvements in advancing technology. The problems of emotional obstacle for E-learning constitute a psychological issue [3].

Problems of E-learning are divided into three parts [8]:

- 1) Technological problems: For e-learning computer hardware and relevant resources are necessary. Unlimited access is not possible for some people in rural areas due to inability to access internet services. Limited coverage, limited bandwidth are also technological problem in e-learning.
- 2) Personal problems: Learners should be psychologically prepared for the e-learning environment. Lack of technical skills causes frustration to e-learners due to the unusual e-learning environment and isolation from others. E-learners should have initiative and self discipline to study and complete assignment. Because e-learners have higher dropout rate than traditional learners.
- 3) Design problems: poor design of e-learning course material gave users a

feeling of stressed, frustration and finally they stop learning.

Previous studies indicated that introducing technology in education even in developed countries occurred many problems because “many academics have no training and little experience in the use of communications and information technology as an educational tool”. Faculty members engaged in web-based instruction have complained that the process of developing web-based course materials is time consuming and demanding of high levels of technical support and in the most of the cases increasing of their workload.

Some changes are needed for supporting e-learning [5]:

- 1) Forming an international learning network.
- 2) It is necessary to invest monies in developing a cyber infrastructure.
- 3) Integrate existing administration, management & learning tools.
- 4) Involvement of teachers, mentors, instructional designers and learners are required.

5) Start small then grow fast.

Discussion / Result:

Just as a glass may be half full, it may also be half empty. Which means, there are also disadvantages to e-learning. There are many challenges for implementing an e-learning system because Web Services and e-learning standards are all new emerged technologies for learners. One of the common disadvantages to e-learning is that some learners, especially those for whom English is not their native language, have difficulty in communication and understanding the instructions given by the teacher. The security of Services and the encryption of messages in e-learning systems environments are all in need of consideration.

Conclusion:

It is to be concluded that this research makes the finding that Technology-based teaching is time consuming, leads to increasing workload and demands high levels of technical support. Some learners are technophobes they cannot recognize the computer-generated instructional

materials. But as E-learning continuously increasing its importance in education. These importance of E-Learning have given rise to difficulties which originated from human system interaction, therefore our aim is to develop new e-learning system to overcome psychology related problems in e-learning. This means that we can apply methods and theories to solve interaction problems and psychology related problems of the learners.

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