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## Letter from the Editor-in-Chief

Myanmar and Korea have many similarities and are complementary relationship. Therefore, we believe that research exchange will expand mutual understanding between Myanmar and Korea, and will be the cornerstone for mutual development.

KOMYRA and YUE have co-published The Myanmar Journal since August 2014. So far, many scholars have published numerous papers through the journal, and We are sure that this journal has helped many people understand Myanmar and Korea more clearly and closely.

The Myanmar Journal covers various issues in Myanmar and Korea. It covers various topics that can promote bilateral development and mutual understanding, not limited to specific topics such as economy, industry, society, education, welfare, culture, energy, engineering, healthcare, and agriculture.

We hope that this journal will continue to promote understanding of the current status and potential capabilities of Myanmar and South Korea and promote in-depth international exchange and cooperation.

We would like to express our deepest gratitude to the editorial board and YUE and KOMYRA for their valuable support in The Myanmar Journal publication.

February 28, 2022

Youngjun Choi *yj choi*

Editor-in-Chief of THE MYANMAR JOURNAL  
Vice-President of KOMYRA  
Email: yjchoi@khu.ac.kr  
Office: +82-2-961-0485  
Web address: [komyra.com/doc/scope.php](http://komyra.com/doc/scope.php)

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## **INFORMATION ABOUT The Myanmar Journal**

The Myanmar Journal (ISSN 2383-6563) is the official international journal co-published by Yangon University of Economics (YUE) and Korea Myanmar Research Institute (KOMYRA).

This journal aims to promote the mutual cooperation and development of Myanmar and Korea through intensive researches in the entire field of society, economy, culture, and industry.

It will cover all general academic and industrial issues, and share ideas, problems and solution for development of Myanmar.

Articles for publication will be on-line released twice a year at the end of February and August every year on the Myanmar Journal webpage ([http://www.komyra.com/bbs/board.php?bo\\_table=articles](http://www.komyra.com/bbs/board.php?bo_table=articles)).

## Determinants of Teachers' Attitudes towards E-learning in University of Co-operative and Management, Thanlyin and Sagaing

**Wai Wai Myint\***

*University of Co-operative and Management, Sagaing  
Sagaing, Myanmar*

**ABSTRACT** : There have been significant changes in education and E-learning is a new way of using technology to help students learn during covid- 19 period. The purpose of the study is to explore teachers' attitudes towards e-learning education and to compare the determinants of e-learning in two universities. The required data were collected from 51 teachers in Thanlyin and 62 teachers in Sagaing University of Cooperative and Management, obtained from simple random sampling method. Data were analyzed Two independent sample Wilcoxon Rank Sum Test, using RStudio package. The result shows that there is no difference in the perception level on e-learning by the teachers of two universities. So, the majority of teachers feel confidence, and enjoy in e-learning, believe in effectively, and satisfy in developing e-learning courses and processes. However, it was founded that the challenges of e-learning and attitudes on use of computer system had a significant at confidence level of 95% and benefits from e-learning has 90% confidence level. So, challenges, benefits and attitudes of e-learning are different in two universities. These findings revealed that teachers may have differences of challenges cause of, inconvenience of e-learning methods, difficulty for providing learners in an e-learning environment and lack of enough teaching-learning resources to carry out for institution could delay to implement e-learning process. So, institutions and the ministry responsible for education should make the adoption of e-learning possible through provision of infrastructure and supporting related e-learning process thereby minimizing differences of challenges towards e-learning among teachers in two universities.

**Key words** : *E-learning, Attitudes, Perceptions, Teachers*

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\* Lecturer, Department of Co-operative Studies, University of Co-operative and Management, Sagaing, [dawwaiwaimyint511@gmail.com](mailto:dawwaiwaimyint511@gmail.com), +95977527791

## **I. Introduction**

Education is a powerful weapon to change the world. It is a continuous complex, dynamic and lifelong process. Today, Educational Technology occupies a prominent place in the teaching learning processes (Murthy & Srishylam, 2016).

Important changes have been seen in the field of education due to the technological advancements. e-learning is an upcoming method that used technology to assist student learning. It is one of the tools that has emerged from information technology and has been integrated in many universities. A teacher is the most crucial part for delivery through e-learning (Suri & Sharma, 2017).

In recent years, Higher Education Institutes (HEIs) worldwide have invested heavily in the adoption of e-learning with a view to improving the quality of their education. However, the success of their development faced numerous challenges, particularly, the end user's acceptance, including the perceptions, and engagement (Ramadan et al., 2019).

The Covid-19 pandemic has caused nearly all education services of any level shift to a new way of teaching and learning activities, namely e-learning. Despite its immense potential for delivering and managing course, the implementation of e-learning requires serious preparation in terms of infrastructure, knowledge and mentality of the users (Hermanto, 2020).

The need for social distancing as a defense against the spread of the COVID-19 pandemic has caused a massive shift in education provision as educational institutions such as universities were forced to move from classroom learning to online learning with little warning (Todd, 2020).

The advantage of technology has paved way for innovation in higher education. Because of being cost-effective, unlimited time and place, the universities from the developing world are also trying to integrate e-learning into their traditional education system. However, as a fundamental process, they require the readiness assessment before their e-learning implementation. Moreover, the evaluation on readiness should be done as on-going process so that readiness movements are able to be confirmed, and necessary preparations in line with their updates can be effectively done (The & Usagawa, 2018).

### **1. Rational of the Study**

The learning process has undergone interesting changes as a result of the technological revolution, such as the advent of online learning. Technological changes in learning have also affected professional development courses. The Covid-19

pandemic has caused nearly all education services of any level shift to a new way of teaching and learning activities, namely e- learning. Many of the changes have done by the teachers in the teaching learning process. Due to changing patterns the attitude of the teachers also changes.

E- learning could help bridge the gap between education and formal and non-formal education. The attitude towards e-learning in classroom instructions is important factor among teachers' educators in order to implement the usage of it in a productive way. The need for understanding teacher educator's attitude towards e-learning becomes essential. Therefore, institution have to know challenges, benefits, attitudes and perception the of teachers towards e-learning.

## **2. Literature Review**

There have been several problems in the education sector during this pandemic period. COVID-19 has resulted in a countrywide lockdown in Sri Lanka. This research is an effort to realize usefulness of online education by respondents, which is the latest form of teaching embraced by schools since the pandemic. For undergraduate teachers in the special needs department, faculty of education, open university, Sri Lanka, the study was carried out using data collected through Google form. The SPSS recorded and analyzed data using factor analysis and descriptive statistics. The study shows that students are satisfied with online classes and get the ample help of teachers, but they do not assume that conventional classroom teaching would be replaced by online classes. It also finds that due to a lack of proper preparation and growth for doing online classes, teachers face difficulties in conducting online classes. The biggest challenge for online classes is technological and network challenges. To accomplish this aim, teachers and students must periodically take training and improvement programs from schools or government. There is a need to consider the barriers that come in the way of embracing online learning and taking corrective steps to address it (Priyadarshani & Jesuiya, 2021).

The researchers selected a brief sample of n= 30 university-level instructors from Rawalpindi, Pakistan. Further to affirm the study hypotheses, the researchers also conducted multiple regression analyses. Findings revealed a positive relationship between technology acceptance and e-learning during Covid-19 in Pakistan. Overall, the respondents expressed a favorable opinion concerning e-learning acceptance during the lockdown situation and its impacts on students' academic performance. However, due to weak infrastructure, the Education Ministry of Pakistan is also facing several challenges in implementing the e-learning system. Also, access to e-learning and students' indifferent attitude towards online learning are significant challenges. Thus, the researchers recommend more studies to highlight teachers' opinions

regarding the significance of e-learning (Khadija Alhumaid, 2020).

During lockdown being a digital transformation of education does not mean teachers are willing and natural digital teachers. It is important to know their skills, their expectations and their perception of e-learning the strength of their knowledge. The main aim of this study is to explore the attitude of secondary school teachers towards online teaching during lockdown at Gaighata Block of North 24 Parganas in West Bengal. A descriptive cross-sectional study was conducted to know the attitude of teachers. Purposive sampling technique was used to select the participants for the study. Data has been collected with the help of Likert-type attitude scale using Google Form during the Covid-19 pandemic lockdown. During the lockdown, the result of this study indicates that the attitude towards online teaching is not satisfactory (Kar, 2020).

The need for social distancing as a defense against the spread of the COVID-19 pandemic has caused a massive shift in education provision as educational institutions such as universities were forced to move from classroom learning to online learning with little warning (Hryniewicz & Gaździcki, 2016).

## **II. Material & Methods**

### **1. Objectives of the Study**

The objectives of the study are:

- (i) To explore the attitudes of teachers' e-learning education in University of Cooperative and Management, Thanlyin and Sagaing
- (ii) To compare the determinants of e-learning in University of Cooperative and Management, Thanlyin and Sagaing.

### **2. Research Design and Sampling Method**

Descriptive cross-sectional survey design was used in the study. Simple random sampling technique was used to select the participants for the study. The required data were collected from 51 teachers in Thanlyin and 62 teachers in Sagaing University of Cooperative and Management. Wilcoxon Rank Sum Test was applied by two independent samples.



### 3. Instruments

Test of E-Learning Related Attitudes (TELRA) scale was used in the present study. The TELRA scale consisted of 26 items with a 4-point Likert scale response format with degrees of agreement ranging from: 1- strongly disagree, 2- disagree, 3- agree to 4- strongly agree. Moreover, 13 items for perception by 4-point Likert scale added in questionnaire. The reliability of the questionnaire was statistically tested. The Cronbach reliability alphas of the three factors were 0.80 for challenges of e-learning, 0.86 for benefits of e-learning, and 0.90 for attitudes on using Computer Systems. In addition, the value of Cronbach's Alpha for perception of e-learning is 0.96. In the present study, median was computed to interpret and categorize the attitude of teachers. Score, which was higher than or equal to median, was considered as favorable attitude whereas lower than median score was considered as non-favorable attitude towards e-learning.

### 4. Data Analysis

Statistical package for RStudio was used for data entry and analysis. Data is presented in the form of frequency and percentage, median, mean and standard deviation. Wilcoxon Rank Sum Test was used to find out the attitude of teachers towards e-learning. Challenges of e-learning and attitudes on use of computer system were statistically significant with p-value less than 0.05. Moreover, benefit of e-learning is statistically significant with p-value less than 0.1.

## III. Results & Discussion

### 1. Results

Descriptive statistics of the demographic characteristics for this study were presented in Table 1.

Table 1. Teacher Characteristics

Characteristics	Category	Thanlyin		Sagaing	
		n	%	n	%
Gender	Female	47	94.0	57	92.0
	Male	3	6.0	5	8.0
Age	25-40	35	70.0	46	74.2
	41-45	15	30.0	16	25.8

Degree	Master Degree	46	92.0	58	93.5
	Doctorate Degree	4	8.0	4	6.5
Position	Professor	7	14.0	7	11.3
	Associate Professor	6	12.0	10	16.1
	Lecturer	10	20.0	13	20.9
	Assistant Lecturer	13	26.0	26	41.9
	Tutor	14	28.0	6	9.6
Teaching Experience	2-9 years	33	66.0	35	56.4
	10-19 years	6	12.0	20	32.3
	20-29 years	11	22.0	7	11.3
Interesting in E-Learning	Yes	48	96.0	58	93.5
	No	2	4.0	4	6.5
Attended in E-Learning Program	Yes	45	90.0	54	87.1
	No	5	10.0	8	12.9
Working hours with computers (at work)	1-4 hours	39	78.0	44	77.4
	5-8 hours	11	22.0	14	22.6
Have a computer	Yes	43	86.0	56	90.0
	No	7	14.0	6	10.0
Teaching Class	Classroom-Based Learning	23	46.0	18	29.0
	Blended Learning	27	54.0	44	71.0
Total No. of Teachers		51	100.0	62	100.0

Source, Survey Data (2021)

According to Table 1, The majority of teachers participated from Thanlyin in this study were female 94.0% and they were between 25-40 years of age 70.0%. Findings also indicate that majority 66.0% were having more than 2-9 years of experience and attended e-learning program 90.0%. Most of the teachers are spending in using computer is 1-4 hours in a day 78%. Most of the teachers have own computer 86.0 % and their teaching class are blending learning class 54.0%.

In Sagaing, the most teachers were female 92.0% and they were between 25-40 years of age by 74.2%. Results also describe that 56.4% were having more than 2-9 years of experience and greater part have attended e-learning program by 87.1%. Most of the teachers spent 1-4 hours per day in working with computer. Most of the teachers have own computer 90.0 % and their teaching class are blending learning class 71.0%.

Table 2. Domain Attitudes of Teachers towards E-learning (Thanlyin)

Domain	Mean ± SD	Median	Favorable		Unfavorable	
			n	%	n	%
Challenges of E-learning	2.89±0.32	2.90	26	52.0	24	24.0
Benefits from E-learning	2.89±0.46	2.89	27	54.0	23	46.0
Attitudes on use of computer system	2.64±0.33	2.71	27	54.0	23	46.0
Perceptions of E-learning	2.88±0.34	3.00	28	56.0	22	44.0

Source, Survey Data (2021)

In Thanlyin, findings in Table 2 depicts the domain wise attitude of teachers towards e- learning. It indicates that above 52.0% of the participants think that e-learning is a challenge and 54.0% favor the benefits from e-learning. About 54.9% of teachers accept to use computers in teaching. It refers to the attitudes of the usefulness of computer system; teachers did not think that the use of computer is difficult, annoying or unexciting. It was found that the perceptions of e-learning by most of teachers who favored is 56.0%. Participants think that the use of computer allow them to accomplish more works than expect.

Table 3. Domain Attitudes of Teachers towards E-learning (Sagaing)

Domain	Mean ± SD	Median	Favorable		Unfavorable	
			n	%	n	%
Challenges of E-learning	2.66±0.31	2.72	39	62.9	23	37.1
Benefits from E-learning	2.92±0.37	3.00	32	51.6	30	48.4
Attitudes on use of computer system	2.50±0.46	2.57	33	53.2	29	46.8
Perceptions of E-learning	2.95±0.41	3.00	40	64.5	22	35.5

Source, Survey Data (2021)

In Sagaing, findings in Table 3 shows the domain wise attitude of teachers towards e- learning. It indicates that there are 62.9% of the participants think that e-learning has challenges and having the benefit of e-learning is 51.61%. The large number of teachers (53.23%) accept the usefulness of computers in teaching. It was found that the perceptions of e-learning by most of teachers who favored are 64.52%. The participants think that the use of computer have no difficulty and which has allowed them to accomplish more works than expect.

To compare the challenges, benefits, attitudes, and perceptions of teachers from the two universities, the Wilcoxon Signed Rank Test was applied and the results are showed in table-4.

Table 4. Wilcoxon Rank Sum Test

Domain	Thanlyin	Sagaing	P-value
	median	median	
Challenges of E-learning	2.72	2.90	0.00***
Benefits from E-learning	3.00	2.89	0.06**
Attitudes on use of computer system	2.57	2.71	0.04***
Perceptions of E-learning	3.00	3.00	0.50

Source, Survey Data (2021)

In Table 4, the median value for challenges of e-learning in Sagaing (2.90) The results of challenges of e-learning with p-value= 0.00, attitudes on use of computer system with p-value=0.044 had a significant at confidence level of 95% and benefits from e-learning has a significant at confidence level of 90%. It can conclude the median of these distributions for challenges, benefits and attitudes are different. However, the perception of the teachers in e-learning are not significant. It can conclude that there is no difference in the perception level on e-learning by the teachers of Thanlyin and Sagaing.

## 2. Discussion

Using e-learning in the educational environment encourages the universities and schools to facilitate their learners and enhance their learning opportunities. The COVID-19 pandemic has led to increase attentiveness of online teaching and e-learning has become a crucial source to continue educational activities during the pandemic. However, the sudden shift from face-to-face sessions into a virtual environment became a challenging situation to students, and teachers. New features and applications for the online virtual classes of a teachers might have been confusing in several ways if they didn't have IT literacy or knowledge. Hence, the aim of this study was to measure the attitude of teachers towards e-learning as a medium in teaching aids. The findings of present study revealed that the most participants were females, and involved between age group of 25 to 40 years, then majority of teachers have the experiences in teaching were between 2 to 9 years, and attained master degree in both universities. The findings in this study shows that the most teachers had own computer. Furthermore, more than two-thirds of the participant has attended e-learning programs and have computer competency in both

universities. The majority of participants were working with computers one to four hours per day at work. The attitude of participants plays an important role in response to challenging or difficult situation such as e-learning process.

The study findings revealed that the most respondents had a favorable attitude toward benefits, attitude on e-learning in using the computer system, and perceptions on e-learning in Thanlyin were 54.0 %, 54.0 %, 56.0% respectively. Similar to Sagaing, teachers had a favorable attitude toward benefits, attitude on e-learning in using the computer system, and perceptions on e-learning were 51.6%, 53.2%, 64.5% respectively. According to the result, the teachers were confident, and had positive attitudes and the readiness to use e-learning in teaching. However, challenges of e-learning for teachers who favored were 62.9% and 52.0% in Thanlyin and Sagaing respectively.

According to Wilcoxon Rank Sum Test, the current results showed that the median value for the challenges, benefits and attitudes of e-learning between Thanlyin and Sagaing are different. This mean that there are various determinants for challenges of e-learning, benefits, and attitudes of e-learning between two universities.

#### **IV. Conclusion**

In conclusion, the results of this study reveal that the teachers' perceptions of two universities are in favor of accepting e-learning. It indicated that the majority of teachers feel confident and enjoy in e-learning, believe in effectively and satisfy in developing e-learning courses and processes. Moreover, the findings from this study show that teachers' positive attitude towards e-learning is necessary if University of Cooperative and Management, Thanlyin and Sagaing is to successfully transform its education system from a face-to-face approach in the classroom. Teachers are a key stakeholder in education and their perceptions of e-learning have a significant impact on shaping students' attitudes towards e-learning.

However, it is founded that challenges, benefits and attitudes of e-learning are different in two universities. These findings reveal that teachers may have differences of challenges cause of, inconvenience of e-learning methods, difficulty for providing learners in an e-learning environment and lack of teaching-learning resources to carry out for institution which could delay to be implementation of e-learning process. Moreover, technical support services should be instituted to ensure that the provided tools are always operating and in good order. Similarly, institutions and the ministry responsible for education should make the adoption of e-learning possible through

provision of infrastructure and support thereby minimizing differences of challenges towards e-learning among teachers in University of Co-operative and Management, Thanlyin and Sagaing.

Because of these various challenges, teachers' benefits and attitudes may differ. To confirm the teachers' attitudes changes and know their up-to-date requirements for e-learning, future studies, including their communication devices and behaviors of internet access, should be carried out until e-learning can be implemented.

### **1. Practice implications**

This study suggests that e-learning has a high value in student education. and teachers should adapt to this need, however, technical support needs to be updated. Because a solid technology setting is at the heart of e-learning. To understand the basic reasons for the attitude of the faculty qualitative study of factors It will help to implement strategies to create a more positive attitude towards e-learning.

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