



Attitude of Social Science Scholars of Tamil Nadu Agricultural University towards Online Learning Management System in Agriculture

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Authors' contributions

This work was carried out in collaboration between both authors. Authors RN and RA designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors RN and RA managed the analyses of the study. Author RN managed the literature searches. Both authors read and approved the final manuscript.

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ABSTRACT

This paper deals with the attitude of students towards online learning management system in agriculture. Electronic learning or online learning technologies have great potential to spread learning. Much of the success of e-learning can be attributed to the availability of Learning Management Systems (LMS), also known as Virtual Learning Environments (VLE) or learning platforms. Online LMS has been successfully used for agricultural education though it has content issues. Globally there are lots of organizations that provide online agricultural courses ranging from certificate courses to doctoral programmes. Online LMS for Agricultural Education is used for almost all subjects including Crop science, Animal science, Poultry science, Soil science and Water management, Plant/Animal protection, Plant/Animal breeding. This paper is an attempt to explore the attitude towards online LMSs among the Post Graduate students of Tamil Nadu Agricultural University (TNAU) India. A sample size of 30 students pursuing master's programme under the

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Directorate of Centre for Agriculture and Rural Development Studies of Tamil Nadu Agricultural University, Coimbatore, Tamil Nadu, India, was selected by random sampling technique, with the prime objective to study the attitude of students towards Online LMS in agricultural education.

Keywords: Online learning management; agricultural education; organizations; technology.

1. INTRODUCTION

Online Learning Management System is a broad term that is used for a wide range of systems that organize and provide access to online learning services for students, teachers, and administrators. According to Paulsen [1] Online Learning Management Systems (Online LMS) is software that automates the administration of online learning and training events. Watson and Watson, [2] defined them as frameworks that handle all aspects of learning process. Learning management systems are used for delivering, tracking and managing training/education. They range from systems for managing training or educational records to software for distributing courses over the internet and offering features for online collaboration. Vostrovsky and Jablonska [3] denoted that the different researches all over the world have found that the factors affecting the development of online LMS in agricultural education can be classified into: financial, policy, support, technical, educational, cultural, personal, psychological, managerial and organizational factors, under the psychological factors, the attitude of the learners play a critical influence on the further spaced or widening the LMS. Hence the present study has been taken up with the prime objective to study the attitude of the students of Tamil Nadu Agricultural University (TNAU) India towards online LMS.

According to Abdon, and Raab [4] Many organizations, institutes, universities, schools and corporations are investing substantial amounts of time and money in developing online alternatives like online learning to traditional types of education and training systems. Many authors have discussed the way in which e-learning can be used for the delivery of training, assessment and support.

Wang [5] pointed that Online mode of learning is the use of Information and Communication technology to enable people to learn anytime and anywhere. Being online, the eLearning systems provide an opportunity to learn any subject from any part of the world at any time. It may be helpful in resource saving in terms of time, money, paper, etc. The eLearning methodology has been started with the need to learn independently, comfortably and at the desired

pace at any time anywhere. Primarily the traditional methods of learning have been in use in the education.

2. RESEARCH METHODOLOGY

The study was carried out in Tamil Nadu Agricultural University, Coimbatore, which was purposively selected in order to elicit their overall attitude towards online LMS among the Social Science students. The students were utilising various mode of online learning for various purposes in general and for educational and research purposes in particular. A sample size of 30 students representing M. Sc. (Ag.) in Extension, Economics and Agri Business Management degree programmes under the Directorate of Centre for Agriculture and Rural Development Studies of Tamil Nadu Agricultural University (TNAU) was selected by random sampling technique. To conduct the research, a structured interview schedule was prepared and administered to the respondents. Statistical tools such as frequency and percentage analysis were used for precise and meaningful analysis of the data collected.

3. RESULTS AND DISCUSSION

3.1 Overall Distribution of the Students According to their Attitude of Students towards Online Learning Management System in Agriculture

The findings are shown in Table 1.

From the Table 1 it could be observed that Nearly two third of the respondents (63.33%) Students were found to have medium level attitude towards online LMS in agriculture followed by high (20.00%) and low (16.67%). This means that most of the students (63.33%) have found distributed between medium to high level of attitude towards online LMS in agriculture. It was found that the students showed a positive trend towards the acceptance of a mixed learning mode of instruction for learning. Many students involved in this mode said that it was the mixed mode of delivery that enabled them to benefit from this course, have more contact with the lecturer and were motivated to work. Most students felt that the efficiency and quality of education had improved.

Table 1. Distribution of the students according to their attitude of students towards online learning management system in agriculture

| (n=30) | | | |
|--------------|----------|--------------|---------------|
| S. no. | Category | Frequency | Percentage |
| 1 | Low | 5 | 16.67 |
| 2 | Medium | 19 | 63.33 |
| 3 | High | 6 | 20.00 |
| Total | | 30.00 | 100.00 |

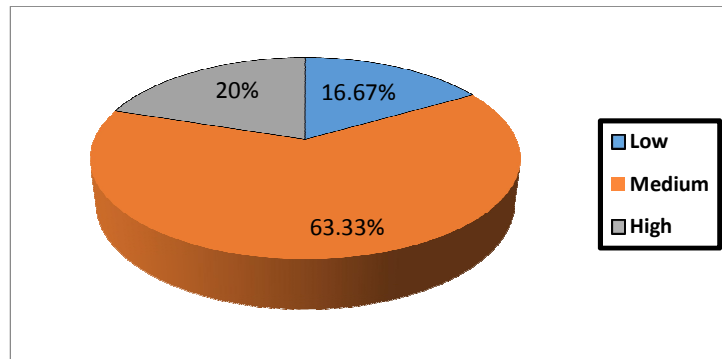


Fig. 1. Overall distribution of the students according to their attitude towards online learning management system in agriculture

4. CONCLUSION

Online LMSs organizes learning content provides unlimited access to learning materials. Learning progress and performance could easily be tracked. It has low development cost and time. It helps the students to keeps organizations up- to-date with compliance regulations quickly and conveniently expands learning courses. Mohammadi et al. [6] it integrates social learning experiences for better learner performance and flexibility for learners. Learning Management System (or LMS) is used to describe software tools designed to manage user learning interventions and provide access to online learning services for students, teacher, and administrator.

Hence a software system, that allows the development and delivery of educational courses using the Internet as a delivery system. Online learning has become more popular today, and learning management systems (LMSs) help to administer, document, report, deliver and track online training programs and education courses.

The following cross sectional study is done with only few samples as the matter of prospect is very integrative in nature and need more time to avail. So in this particular study few sample sources are taken to ensure the following objective.

SUGGESTIONS

- ✓ Organizes learning content in one location
- ✓ Provides unlimited access to learning materials
- ✓ Easily tracks learner progress and performance
- ✓ Reduces learning and development costs
- ✓ Reduces learning and development time
- ✓ Keeps organizations up- to- date with compliance regulations
- ✓ Quickly and conveniently expands learning courses
- ✓ Integrates social learning experiences
- ✓ Better learner performance
- ✓ Flexibility for learners
- ✓ Increased Accessibility

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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