

Relationship between Task Value, Teaching Presence, Classroom Environment and Procrastinating Behavior in University E-Learning Setting

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Abstract. The study is conducted to figure out the relationship between value of performing tasks which learner perceives, presence of learning process, class environment and procrastinating behavior in university e-learning situation. Objects of the study are 252 students who have been completed e-learning classes in K university located in D Metropolitan City. Research materials are collected through the task value test, teaching presence test, and classroom environment test, and they were analyzed by correlation analysis. Major results of the study were first, achievement value, effective value, and inherent value which are lower factors of task value were shown to have significant relationships with academic procrastination. Second, the presence and procrastination behavior had a relation in university e-learning setting. Emotional presence out of these factors had the strongest association and social presence, teaching presence, cognitive presence in order. Third, classroom condition, learning content, and interaction which are classroom environment were shown to have relations with procrastinating behavior. This indicates task value, presence, learning content, classroom condition, and interaction are prime considerations for university education based on e-learning.

Keywords: Task Value, Teaching Presence, Classroom Environment, E-Learning

1 Introduction

E-learning shows remarkable increase aspects at higher education area on universities and enterprises and adult education area. This is because e-learning is expected to contribute to quantity and quality advance of university education by realizing a learner-centered education which increases adult learners' education effect rather than child's or younger aged's, overcomes space-time restriction, and provides flexible learning environment according to learner's needs. This causes active introduction. Running of e-learning at general university and this trend will last for a while [2, 3].

However, teachers who need to manage a great number of learners feel excessive pressure on feedback because e-learning is mainly conducted in large scale, and this makes learners experience isolation and lack of belonging who are spatially separated with teachers[4]. These isolation and lack of belonging lead to a negative result, procrastinating behavior.

Learner's achievement is affected whether the learner assigns value in respect of the learning task at teaching and learning curriculum. The task value which learner perceives is a related factor with individual's importance, relatedness, and interest. When the learning task is valuable to a learner, he aggressively participates at learning activities. The more a learner assigns high task value at teaching and learning procedure, the more a learner gain high achievement using adaptive learning strategy. The task value which is one of the lower factors of learning motivation is considered as main factor in learning process[5, 7, 8, 10]. Therefore learner's giving value according to learning tasks is related to learning procrastination at the e-learning environment.

Learning activities in e-learning environment unlike face to face learning has a feature that there are physical, psychological distances between instructor and learner, learner and learner. An instructor and learner conduct teaching and learning activities at the same place in face to face studying. However, since teaching and learning activities are conducted on condition that a subject for communicating and physical contact are excluded, it perceives and experiences qualitatively different learning situation and procedure at the e-learning environment.[6]. Conversation situation and level of perception that learner recognizes in teaching and learning environment focusing on cyber space might have a difference with face to face teaching and learning environment. Limitation of physical space which can make psychological distance between teaching and learning activity subjects affect to learning achievement. It is necessary to provide an environment that a learner can have presence from learning procedure for the effective learning activity at the e-learning environment.

Procrastinating behavior at higher education also have a relationship with the e-learning environment. E-learning does not contain a direct meeting between instructor and learner or learner and learner, interaction does not go smoothly so it has a constraint on a reciprocal communication. Also, if a system of teaching learning procedure is not stable or contents are insufficient, it can cause encumbrance to do learning activities and this can be the cause to occur procrastinating behavior. Like this, environmental factors at the e-learning circumstance affect learners' cognitive, and emotional behavior. Young-Joo Kim[1] discussed the difficulty of interaction as the most hindrance factor of web based learning effect and Webster and Hackley[9] said the more learners perceive the media abundantly, the more learning achievement gets higher.

Therefore, this study aims at figuring out factors which are related with learner's procrastinating behavior in university's e-learning environment and disclosing consideration for e-learning managing and establishment.

2 Related Method

2.1 Objects of the Study

The object of the study is 252 students at K University located in D Metropolitan City, who have taken e-learning courses

2.2 Data Analysis

Data collected through research process was conducted a correlation analysis using SPSSWIN 21.0 to figure out a relationship between task value, presence, classroom environment and learner's procrastinating behavior.

3 Research Results and Interpretations

3.1 Relationship between Task Value and Procrastinating Behavior

Results to examine a relationship between achievement value, effective value, inherent value which are task value factors in university e-learning environment and procrastinating behavior are shown on <Table 1>.

Table 1. Correlation Analysis of Task value factors and procrastinating behavior.

	Achievement value	Effective Value	Inherent Value	Procrastinating Behavior
Achievement value	-			
Effective Value	.629**	-		
Inherent Value	.526**	.568**	-	
Procrastinating Behavior	.261**	.234**	.249**	-

**p<.01

Achievement Value out of task value($r=.261$, $p<.01$), effective value($r=.234$, $p<.01$), inherent value($r=.249$, $p<.01$)are appeared to have a meaningful relationship with procrastinating behavior. These results mean that task value which a learner perceives in e-learning has a relationship with procrastinating behavior. As a result, to prevent procrastinating behavior in the university e-learning environment, learner's value

granting activities regarding learning task are needed to be done.

3.2 Relationship between Presence and Procrastinating Behavior

A correlation analysis of results to examine a relationship between procrastinating behavior and teaching presence, cognitive presence, emotional presence, social presence which are lower factors of presence in the university e-learning environment is shown as <Table 2>.

Table 2. Correlation Analysis between Presence's Lower Factors and Procrastinating Behavior

	Teaching Presence	Cognitive Presence	Emotional Presence	Social Presence	Procrastinating Behavior
Teaching Presence	-				
Cognitive Presence	.575*	-			
Emotional Presence	.386*	.377*	-		
Social Presence	.516*	.437*	.404*	-	
Procrastinating Behavior	.266*	.256*	.300*	.293*	-

**p<.01

Presence and learner's procrastinating behavior are shown to have a positive relationship in the university e-learning environment. The relationship between lower factors of presence and procrastinating behavior show that emotional relationship is the highest at $r=.300(p<.01)$, following social presence($r=.293, p<.01$), teaching presence($r=.266, p<.01$), and the lowest correlation at cognitive presence($r=.256, p<.01$). These results mean that it is needed to develop teaching and learning activities considering presence in e-learning. Particularly, to prevent learner's procrastinating behavior, a teaching strategy to enhance emotional presence and social presence are needed.

3.3 Relationship between Classroom Environment and Procrastinating Behavior

To examine a relationship between classroom condition, e-learning interaction, learning content, and procrastinating behavior which are lower factors of classroom environment in the university e-learning environment, a correlation analysis is done and the results are shown as <Table 3>.

Table 3. Correlation Analysis between Classroom Environment and Procrastinating Behavior

	Classroom Condition	E-learning Interaction	Learning Content	Procrastinating Behavior
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Classroom Condition	-			
E-learning Interaction	.447**	-		
Learning Content	.513**	.538**	-	
Procrastinating Behavior	.265**	.344**	.235**	-

**p<.01

It is shown to have a positive relationship between learner's perception about classroom environment and procrastinating behavior in the university e-learning environment. There was a meaningful positive relation between procrastinating behavior and classroom condition($r=.265$, $p<.01$), e-learning interaction($r=.344$, $p<.01$), learning content($r=.235$, $p<.01$) which are lower factors of classroom environment. These results mean that there is a relation between learner's procrastinating behavior and classroom environment in university e-learning. Not only environment factors and learning contents related with e-learning, but also teaching and learning activity considering interaction in learning process that is related with learner's procrastinating behavior is need to be developed.

4 Discussion

Results based on this study are as follows.

First, achievement value, effective value, inherent value that are lower factors of task value in the university e-learning environment had a positive relation with learner's procrastinating behavior. This means how learner feel worthy and interesting in e-learning have relevance with learner's procrastinating behavior. These results match with the study results of Young-Ja Ha[5] and Wigfield & Eccles[10], the teaching strategy that learner can recognize the value of learning task and teaching and learning activity is required to prevent learner's procrastinating behavior in the e-learning environment.

Second, there was a positive relation between teaching presence, cognitive presence, emotional presence, social presence in the university e-learning environment and learner's procrastinating behavior. Learner's procrastinating behavior can be relieved when he perceives his emotional status and receives positive feeling from surrounding environment. This means the more accessibility and fellowship built from particular awareness about a relationship between learners, the more learning is well done. Therefore, a learner need to have a leadership and participate at class instead of a instructor having absolute leadership. For this, making learning subjects have leaderships through a debate utilizing cyber space and a notice board utilization, the class needs to be developed to improve emotional presence and social presence to cooperate learning activities.

Third, hardware, software, learning content, and interaction in teaching and learning process in university e-learning have a positive relation with learner's procrastinating

behavior. These results are accord with the study results of Young-Joo Kim[1], Webster and Hackley[9]. Perception of a learner regarding classroom condition and learning content as teaching medium proceeding teaching and learning activity seems to affect procrastinating behavior. Also, success or failure among the participation subjects in teaching and learning process is related with learner's procrastinating behavior. As a result, to prevent procrastinating behavior in the university e-learning environment, an improvement of classroom condition or equip of good quality content is required. Especially, an environment to have conversation, cooperation, interaction between instructor-instructor, and learner-learner is required.

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