Relationship between Teaching Image, Classroom Community and Class Environment, and Procrastinating Behavior in University E-Learning Setting

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Abstract. The study is conducted to figure out the relationship between procrastinating behavior, and the instructor's teaching behavior perceived by the learners in University e-learning setting and classroom community sense, class environment in the e-learning situation. Objects of the study are 367 students attending e-learning classes in C University located in Daejeon. The test data from Teaching Image Test, Classroom Community Inventory, Class Environment Test and Procrastinating Behavior Test were collected to be analyzed. The results showed that in university e-learning setting, procrastinating behavior was related to the teaching image perceived by the learners and the class environment; however, it was not related to the class classroom community sense. Among the components of the teaching image, verbal image, external image and behavioral image had positive correlations with procrastinating behavior, while emotional image had no correlation. Among the factors of the class environment, interactive factor and the quality of contents had positive correlations with procrastinating behavior, while class condition had no correlation. These results indicate that the instructors' image in a teaching activity, interaction in the class and the quality of contents have a relationship with procrastinating behavior. The study suggests that class be designed to improve teaching image, interactivity and the quality of contents, in order to promote learners to actively participate in the teaching activities.

Keywords: teaching image, sense of classroom community, class environment, academic procrastination, college e-learning setting.

1 Introduction

Most universities in Korea operate curricula with the distance learning systems, and we see the number of courses provided through online learning setting increases every year as the number of students taking them rises. This situation of rising number of a courses which are conducted partially or totally online calls for a research for the variables that might have an effect on educational performances.

In an e-learning setting, the instructor's teaching activity perceived by the learners is one of the factors that affect learning performances of the learners. Teaching image of the instructor is related to the learning performances of the learners, and it also affects learner's receptive attitude in the class[1]. The verbal factor, visual factor,
behavioral factor and emotional factor constitute teaching image of the instructor, and they affect learning performances. Also, in an e-learning setting, high classroom community sense in the class lowers dropout rate and raises learning effect. A classroom community sense in an e-learning setting is a major factor that raises participation in learning activities and raises learning motives and satisfaction [2]. An e-learning setting that lacks this classroom community sense means a low sense of membership, which subsequently lowers success in learning and endurance of learning. Therefore, the classroom community sense among the learners is one of the variables related to learning effect in an e-learning setting.

On the other hand, the class condition, interaction and content quality which are in an extension of the class environment, are related to the learners' learning performances. Stability of the system, ease of learning, and the physical conditions related to conventionality affects the learning activities. Easiness to use the information system affects the learning performances [3]. The interaction between the instructor and the learner in e-learning is related to learning effect, and the appropriateness and usefulness of the learning contents, and richness in the media raise learning effect.

We can consider the procrastinating behavior as one of the variables for learning performances in e-learning. Passive procrastinating behavior has a negative effect on learning performances[4]. These procrastination is closely related to learning performances. Learners' procrastinating behavior can be connected to various factors like the learning capacity of the learners, the teaching competence of the instructors, and the learning environment. However, there is not sufficient research on variables that are related to procrastinating behavior in an e-learning setting. Therefore, this study aims at investigating the teaching-learning activity variables that are related to the procrastinating behavior in university e-learning environment.

2 Research Method

The object of the study is 367 students at C University located in Daejeon Metropolitan City, who have taken e-learning courses. After they take courses operated online by the university, we surveyed the teaching activities perceived by the learners, classroom community sense in the middle of taking the course, and class environment.

In order to survey, We utilized the tool of Teaching Image Test [1], Classroom community Inventory [2], Class Environment Test and Academic Procrastination Behavior Test [5]. In the analysis of data, we calculated average, standard deviation, coefficient of correlation in accordance with the study object, and also calculated the reliability of the test. SPSS Statistics 21.0 program was used to analyze the data.
3 Research results

In this study, we investigated the relationship between teaching image, classroom community sense and class environment, and learners’ procrastinating behavior in university e-learning setting.

Table 1. Relationship between Teaching Image, classroom community Sense and Class Environment, and Procrastinating Behavior

<table>
<thead>
<tr>
<th>Measurement Variables</th>
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<tbody>
<tr>
<td>1. Verbal Image</td>
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<td>2. External Image</td>
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<td>3. Behavioral Image</td>
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<td>4. Emotional Image</td>
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<td>5. Connected Classroom Community</td>
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<td>6. Learning Classroom Community</td>
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<td>.18**</td>
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<td>7. Class Condition</td>
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<td>8. Interaction</td>
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<td>9. Quality of the Contents</td>
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<td>.40**</td>
<td>.38**</td>
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<td>.37**</td>
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<td>10. Procrastinating Behavior</td>
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<td>.14**</td>
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<td>.09**</td>
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</table>

**p<.01

As presented in <Table 1>, the teaching image perceived by the learners and procrastinating behavior are interconnected. Out of the teaching image, verbal image (r=.151, p<.01), external image (r=.159, p<.01) and behavioral image (r=.141, p<.01) were significantly correlated. However, emotional image factor (r=.086, p>.05) has no statistically significant correlation.

The classroom community sense perceived by the learners and procrastinating behavior are not interconnected. In university e-learning, the connected classroom community sense (r=.047, p>.05) and the learning classroom community sense (r=.085, p>.05) perceived by the learners have no statistically significant correlation.

Also, there exists interrelationship between the class environment that the learners perceive and procrastinating behavior. In university e-learning, interaction (r=.179, p<.01) and the quality of learning contents (r=.157, p<.01) are related to procrastinating behavior.
procrastinating behavior of the learners. However, class condition factor (r=.090, p>.05) showed no statistically significant relationship.

4 Discussion

This study was conducted to investigate the possible relationship between procrastinating behavior, and the teaching image, classroom community sense and class environment in university e-learning setting. These are discussions on the basis of the result of the survey.

First, in university e-learning setting, verbal image, external image and behavioral image, out of the teaching image perceived by the learners, showed relationship with the procrastinating behavior. Researches should be conducted, considering not only the teaching image but other factors such as learning attitudes of the learners.

Second, in university e-learning setting, the classroom community sense perceived by the learners in the process of learning is not related to procrastinating behavior.

Third, in university e-learning, learner’s perception of the class environment is related to the procrastinating behavior. The teaching-learning activity to improve interaction, and the contents of good quality in e-learning settings would contribute lowering the procrastination among the learners. However, the class condition, a hardware environment in e-learning, turned out not to be related to procrastinating behavior.

References