ATTITUDE TOWARDS E - LEARNING OF PROSPECTIVE TEACHERS WITH REFERENCE TO NATURE OF COLLEGE

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Abstract

The objectives of the study were to find out the level of attitude towards e - learning of prospective teachers with reference to nature of college. Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of prospective teachers who are studying in colleges of Education of Virudhunagr District. A sample size of 300 prospective teachers from randomly selected 7colleges of education from Virudhunagr District was selected using simple random sampling method. Attitude towards E-learning Scale (2023) was developed and standardized by the investigators was used for getting the level of attitude towards E-leaning of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and were used. The investigator found that i) the level of attitude towards e-learning among prospective teacher is average. ii) there is significant difference in attitude towards e-learning among prospective teacher with respect to nature of school.

Introduction

E-learning has become a fundamental component of modern education, reshaping the way knowledge is imparted and acquired. Among prospective teachers, attitudes toward e-learning vary widely, influenced by a myriad of factors including personal experiences, technological proficiency, pedagogical beliefs, and institutional support. The transformative impact of e-learning on education, highlighting its potential to democratize access to quality learning resources, cater to diverse learning styles, and facilitate lifelong learning. It could also mention the growing significance of digital literacy and fluency in the 21st-century classroom, underscoring the need for educators to adapt to evolving educational paradigms.

When discussing prospective teachers' attitudes, it's crucial to acknowledge the spectrum of perspectives that exist. Some may embrace e-learning enthusiastically, recognizing its capacity to enhance engagement, collaboration, and flexibility in teaching and learning. Others may harbor reservations, citing concerns about the effectiveness of online instruction in fostering meaningful student-teacher interactions, promoting deep learning, and addressing equity issues related to access and digital divide.

Factors shaping attitudes toward e-learning among prospective teachers may include their exposure to technology-integrated pedagogies during teacher training programs, personal comfort with digital tools and platforms, perceptions of administrative support for e-learning

initiatives, and the perceived compatibility of e-learning with their teaching philosophy and instructional goals.

Ultimately, understanding and addressing prospective teachers' attitudes toward e-learning is essential for fostering a culture of innovation and continuous improvement in teacher education programs. By recognizing the opportunities and challenges associated with e-learning, educators can work collaboratively to harness its full potential in preparing the next generation of teachers for the dynamic demands of the digital age.

Significance of the Study

This study aims to examine the attitudes of prospective teachers towards e-learning, which refers to the use of electronic technologies for educational purposes. Prospective teachers are individuals currently enrolled in teacher education programs or preparing to enter the teaching profession. Understanding their attitudes towards e-learning is crucial for several reasons:

As technology continues to play a significant role in education, prospective teachers need to be prepared to effectively integrate e-learning tools and resources into their future classrooms. Their attitudes towards e-learning can influence their readiness to adopt and utilize digital technologies for teaching and learning. Positive attitudes towards e-learning can lead to the adoption of innovative teaching strategies and instructional methods. Prospective teachers who embrace e-learning are more likely to explore digital resources, engage students in interactive learning experiences, and adapt their teaching approaches to meet the diverse needs of learners in digital learning environments. E-learning has the potential to enhance student engagement, motivation, and learning outcomes. Prospective teachers' attitudes towards e-learning can impact their ability to create dynamic and interactive learning experiences that promote active participation, collaboration, and knowledge construction among students. Embracing e-learning technologies allows prospective teachers to access a wide range of professional development opportunities and resources. Positive attitudes towards e-learning can foster a mindset of lifelong learning, enabling teachers to continuously enhance their skills, stay abreast of emerging technologies and educational trends, and adapt to changing educational contexts. E-learning can provide opportunities for educational equity and access by overcoming barriers related to geography, time, and resources. Prospective teachers' attitudes towards e-learning are essential for ensuring inclusive and equitable access to quality education for all students, regardless of their backgrounds or circumstances.

Overall, this study's significance lies in its potential to inform teacher education programs, professional development initiatives, and educational policies aimed at preparing prospective teachers to effectively utilize e-learning technologies and promote positive learning outcomes in the digital age. By understanding and addressing attitudes towards e-learning among prospective teachers, educators can better equip them with the knowledge, skills, and mindset needed to thrive in today's technology-rich educational landscape.

Objectives of the Study

1. To find out the level of attitude towards e-learning among prospective teachers.
2. To find out the level of attitude towards e-learning among prospective teachers with respect to nature of school.
3. There is no significant difference in attitude towards e-learning among prospective teachers with nature of school.

Methodology

Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population for the present study comprises all the prospective teachers who are studying in the colleges of education located in Virudhunagar District. In the present study, the investigator used simple random sampling technique for selecting the sample. The investigator has randomly selected seven colleges of education from Virudhunagar distract affiliated to Tamil Nadu Teacher's Education University. From these colleges of education, 300 prospective teachers were selected. Attitude towards E- learning (2023) prepared and validates by the investigators was used for getting the level of attitude towards E- learning of the sample. In this study, various statistical measures such as percentage Mean, Standard Deviation and t-test were used.

Analysis of the Study

Objective

1. The level of attitude towards e - learning of prospective teachers

Table 1 Level of Attitude towards E - Learning of Prospective Teachers

Low		Moderate		High	
No.	**%**	**No.**	**%**	**No.**	**%**
23	7.7	227	75.7	50	16.7

It is inferred from the above table that, 7.7% of the Prospective teachers have low, 75.7% of them have moderate and 16.7% of them have high level of Attitude towards E – learning.

2. The level of attitude towards e - learning of prospective teachers with respect to nature of college is average.

Table 2 Level of Attitude towards E - Learning of Prospective Teachers with Reference to Nature of College

Nature of college	Low		Moderate		High	
	No.	**%**	**No.**	**%**	**No.**	**%**
Women's college	3	2.7	104	94.5	3	2.7
Coeducation college	20	10.5	123	64.7	47	24.7

It is inferred from the above table that, 2.7% of the women's college Prospective teachers have low, 94.5% of them have moderate and 2.7% of them have high level of Attitude towards E - learning. 10.5% of the co-education college Prospective teachers have low, 64.7% of them have moderate and 24.7% of them have high level of Attitude towards E - learning

Hypothesis

3. There is no significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning.

Table 3 Difference between Women's College and Co-Education College of Prospective Teachers in their Attitude towards E-Learning

Nature of college	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Women's college	110	85.4818	8.12712	3.981	S
Co-education college	190	93.3684	19.82546		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that the calculated 't' value (3.981) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning.

Findings of the Study

1. 7.7% of the Prospective teachers have low, 75.7% of them have moderate and 16.7% of them have high level of Attitude towards E – learning.
2. 7% of the women's college Prospective teachers have low, 94.5% of them have moderate and 2.7% of them have high level of Attitude towards E - learning.
3. 10.5% of the co-education college Prospective teachers have low, 64.7% of them have moderate and 24.7% of them have high level of Attitude towards E - learning
4. There is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E – learning.

Interpretation

The 't' test result shows there is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning . The mean value of co-education college Prospective teachers are better than the women's college Prospective teachers in their Attitude towards E - learning. This may be due to the fact Prospective teachers from co-educational colleges may have had exposure to male and female role models and mentors in the field of education who advocate for the integration of technology and e-learning in teaching practices. This exposure to diverse role models and mentors could inspire students to develop a more positive attitude toward e-learning and embrace digital tools as effective teaching resources.

Recommendations of the Study

Based on the findings of the study, provide recommendations for teacher education programs, educational policymakers, and stakeholders in the teaching profession to foster positive attitudes towards e - learning among prospective teachers. These recommendations may include:

1. Integrate e-learning components into teacher education programs to familiarize prospective teachers with technology-enhanced teaching methods.
2. Offer professional development opportunities focused on e-learning tools and strategies for both pre-service and in-service teachers.
3. Create supportive environments that encourage experimentation and innovation in e-learning practices.
4. Address concerns related to access to technology and digital literacy skills among prospective teachers.
5. Foster collaboration and knowledge sharing among educators to promote best practices in e-learning implementation.
6. Offer targeted professional development opportunities focusing on e-learning tools and strategies for prospective teachers above 30 years old. Provide training sessions on how to effectively integrate e-learning into teaching practices, emphasizing its benefits for student engagement and learning outcomes.
7. Establish mentorship programs where younger Maths and Science subject prospective teachers can serve as technology mentors for older prospective teachers. Encourage collaboration and knowledge sharing between the two groups to enhance digital literacy skills and promote positive attitudes towards e-learning.

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