

A Study on Attitude of Student Teachers towards E-learning

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Abstract: The ongoing technological changes have made the education to pass through lot of changes from traditional system to modern education system. The present study was conducted to find the attitude of student teachers towards e-learning. Descriptive Survey method was adopted in which 135 samples were selected. Attitude Towards E-learning Scale, developed by Dimpal Rani, was used for collecting data. The present study aimed at studying the attitude of student teachers towards E- learning. In order to achieve this objective, a sample of 135 student teachers studying in government and private aided B.Ed. colleges situated in Chitradurga district comes under jurisdiction of Davangere University was selected. The result revealed that the majority of student teachers possessed moderate positive attitude towards e-learning and that they differ significantly with respect to their gender, stream and type of management. Further research work can be taken up to study the attitude of teachers towards e-learning. The research outcomes can be used as an input for framing the e-learning platform or tool for implementing virtual learning environment in an educational setting .

Key words: Attitude, E-learning, Student Teachers.

Introduction : Modern technology has enabled a variety of clever tools and gadgets that have revolutionized society and simplified daily routines. The introduction of e-learning is one of technology's most important contributions to education. E-learning, often known as online learning or electronic learning, is the process of learning through electronic media and technologies. The term e-learning covers a wide range of educational devices and approaches that keep on developing to address the issues of understudies and instructors. E-learning framework gives an extra, more adaptable method for imparting that empower understudies to communicate effectively with others. E-learning provides several benefits for both students and teachers, one of these is the ability for students to employ self-paced learning, select their own learning environments, and give a platform for teachers to quickly refresh their knowledge and sharpen their professional skills. Since e-learning overcomes the geographic barriers that are frequently connected with traditional classrooms and education.

Need and Significance of the Study: Teachers in this modern age must be aware of the many advantages that technology has provided, such as e-learning, which makes teaching and learning incredibly simple and convenient. Now a days, every individual have some technology that can connect them to the internet, where there is a wealth of knowledge and information. Students are not an exception to this. Every teacher should be aware of the many advantages of e-learning and exercise caution when dealing with any potential drawbacks. They should also aim to make the best use of these advantages and incorporate them into their regular classes. Due to the exciting environment it will create and the fact that it will be more enjoyable than the traditional mode of instruction, E-learning will be particularly effective for all students. Hence it is important to find out the attitude of Student Teachers towards e-learning. Keeping in mind the many benefits of e-learning in the educational system at every step, this study is expected to reveal the place of e-learning among student teachers which will in turn help policy makers to prepare necessary steps needed to be taken to promote e-learning at the teacher education system.

Review of Literature: Akimanimpaye (2012): The researcher conducted a study on 'Attitudes of undergraduate nursing students towards e-learning at the University of the Western Cape'. The results revealed that males and females differ significantly in terms of satisfaction levels towards e-learning. When specific demographic variables with two outcome levels are considered, there is no statistically significant difference in learner satisfaction between these groups.

Barai (2018): The investigator studied primary teacher's attitude towards personal contact programme – a quantitative study. The goal of the current study was to ascertain how primary teacher who are in the field currently feel about the PCP and find out that PCP trainees had a positive attitude, with no discernible gender differences.

Khanra (2017): The researcher conducted a research on attitude of under graduate students towards e-learning in West Bengal: a case study of Jadavpur University. The findings revealed that majority of the students may be considered to have a positive attitude towards online learning. It has been discovered that male undergraduate students have a better outlook than their female counterparts. This study has also shown that undergraduate students in the science stream exhibit more positive attitudes than those in the arts stream.

Vanan (2020): The investigator investigated attitude towards e-learning among student teachers. It was found in the course of the study that many students are not aware of the ICT. The study shows that 77 percent students have high attitude towards ICT method. Urban students and aided college students significantly have higher attitude towards ICT method.

In view of the various studies on many areas of attitude towards e-learning as a whole it can be said that E- learning applications and the internet enabling faculty to provide more personalized learning experiences to individual students working with computers and other electronic devices. Hence the present study aimed at studying the attitude of student teachers towards e- learning.

Statement of the Problem: In the view of the reviews of the related literature, the present study is titled as “A Study on Attitude of Student Teachers Towards E-learning ”

Objectives of The Study:

1. To study the level of attitude of student teachers towards e-learning.
2. To find the attitude of student teachers towards e-learning with respect to their gender.
3. To find the attitude of student teachers towards e-learning with respect to their stream.
4. To find the attitude of student teachers towards e-learning with respect to management.

IV. Hypotheses of The Study:

1. There is no significant difference in the level of attitude of student teachers towards e-learning.
2. There is no significant difference between male and female student teachers' attitude towards e-learning.
3. There is no significant difference between science and arts student teachers' attitude towards e-learning.
4. There is no significant difference between government and private-aided B.Ed. college student teachers' attitude towards e-learning..

Research Methodology: Research method is an important way to conduct the research work. The researcher choose research methods according to the nature of the study. The nature of the present study was descriptive; therefore keeping this in mind the researcher employed survey method of Descriptive research approach to collect the data from selected sample.

Sample and Sampling Technique: Stratified Simple Random Sampling technique was used to select the sample for present study. The sample of the study comprised of 135 student teachers studying in government and private colleges of education in Chitradurga district comes under Davangere University jurisdiction. The respondents in the present study were grouped according to their gender, stream, and type of the management.

Tool Used: The investigator used Attitude Towards E-learning Scale, developed by Dimpal Rani for collecting data. It is a standardized tool for measuring attitude towards e-learning. This scale is categorized into four major areas namely E-learning interest, usefulness, ease of E-learning and E-learning confidence. The positive and negative type questions, totally 65 items were distributed in these four areas. The scale is a five point scale kept in order as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, which comes with separate scoring for positive and negative items.

Delimitations of the Study: The present study was delimited to Chitradurga district of Karnataka State. Further the study was delimited to 135 student teachers studying in government and private colleges of education comes under the jurisdiction of Davangere University.

Statistical technique used: Collected data were analysed using appropriate statistical techniques namely: Percentage, Mean, Standard Deviation and t-test were employed to determine the overall level of attitude towards e-learning and to identify significant differences between the group respectively.

Analysis and Interpretation of Data: The data collected were analysed and interpreted in accordance with the given hypotheses:

Hypothesis-1: There is no significant difference in the level of attitude of student teachers towards e-learning.

Table 1: Student teachers' level of attitude towards e-learning

Type of Attitude	Frequency	Percentage
Higher Positive Attitude	38	28.14
Moderate Positive Attitude	66	48.88
Lower Positive Attitude	31	22.96
Total		

Table 1 reveals that 28.14% student teachers possessed higher positive attitude towards e-learning, 48.88% student teachers possessed moderate positive attitude towards e-learning and 22.96% student teachers possessed lower positive attitude towards e-learning. This indicates that student teachers differed in their attitude towards e-learning. However the majority of student teachers possessed moderate positive attitude towards e-learning.

Hypothesis-2: There is no significant difference between male and female student teachers' attitude towards e-learning.

Variable	Gender	N	Mean	SD	't' Value	Remarks
Attitude towards E-learning	Male	63	53.2	9.0	3.12	Significance
	Female	72	58.6	10.8		

Significance at 0.05 level

The above table shows the difference in attitude towards e-learning among student teachers with respect to their gender. It reveals that the calculated t-value 3.12 which is significant at 0.05 level of significance. This indicated that there is a significant difference existed between male and female student teachers' attitude towards e-learning. Thus the null hypothesis is rejected. The mean scores difference shows that the female student teachers demonstrated higher positive attitude towards e-learning than their male counterparts.

Hypothesis- 3: There is no significant difference between science and arts student teachers' attitude towards e-learning.

Variable	Stream	N	Mean	SD	't' Value	Remarks
Attitude towards E-learning	Science	62	61.8	9.3	6.86	Significance
	Arts	73	51.2	8.5		

Significance at 0.05 level

The above table shows the difference in attitude towards e-learning among student teachers with respect to their stream. It reveals that the calculated t-value 6.86 which is significant at 0.05 level of significance. This indicated that there is a significant difference existed between Science and Arts student teachers' attitude towards e-learning. Thus the null hypothesis is rejected. The mean scores difference shows that the Science student teachers have higher positive attitude towards e-learning than Arts student teachers.

Hypothesis -4: There is no significant difference between government and private- aided B.Ed. college student teachers' attitude towards e-learning.

Variable	Management	N	Mean	SD	't' Value	Remarks
Attitude towards E-learning	Government	70	55.9	9.9	1.19	Not Significance
	Private Aided	65	57.2	10.7		

Significance at 0.05 Level

The above table shows the difference in attitude towards e-learning among student teachers with respect to type of the management. It reveals that the calculated t-value 1.19 which is not significant at 0.05 level of significance. This indicated that there is no significant difference existed between Government and Private aided student teachers' attitude towards e-learning. Thus the null hypothesis is accepted.

Findings

1. The student teachers differed in their attitude towards e-learning. However the majority of student teachers possessed moderate positive attitude towards e-learning.

2. There is a significant difference existed between male and female student teachers' attitude towards e-learning. The female student teachers demonstrated higher positive attitude towards e-learning than male student teachers.
3. There is a significant difference existed between science and arts student teachers' attitude towards e-learning. The science student teachers demonstrated higher positive attitude towards e-learning than arts student teachers.
4. there is no significant difference existed between government and private aided student teachers' attitude towards e-learning.

Suggestions for further research; The study aimed to investigate the correlation between attitude towards e-learning among student teachers. Future research could include examining other students groups, considering variables like study habits, self-esteem, emotional intelligence, achievement motivation, creativity, stress, and anxiety. Further considering demographic factors like parental working status and socio-economic status, conducting a comparative study across different regions and involving a larger sample may be taken for future research.

Conclusion: The education system undergoes major reform, the educational processes will surely pass through the same. It is need of the hour for the educationist to introduce some innovation in the education system. The advancement of Information Technology has impacted on how things are done, its influence on teaching and learning, thus becomes increasingly complex and widespread. Due to the rapid growth of internet technology, institutions and universities around the world are investing heavily in E- learning systems to support their traditional teaching. It is very important for student teachers to not only have interest in e-learning, but to be actually fluent with it for their future profession. Student teachers are prospective teachers their main purpose for their education is to teach secondary school students, and with this, comes a great responsibility to keep up with the growing technology. It is very important that student teachers are sensitized with the need for e-learning for effective teaching,

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