ATTITUDE TOWARDS E-LEARNING AMONG PROSPECTIVE TEACHERS IN AIZAWL CITY

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ABSTRACT. The present study was conducted to measure the attitude towards e-learning among prospective teachers in Aizawl City, and to compare their attitude towards it with reference to their age and their gender. Census survey method was adopted in which 728 samples were collected. Attitude Towards e-learning Scale developed by Dimpal Rani was used for collecting data. The result has revealed that prospective teachers have average attitude towards e-learning and their attitude scores did not differ significantly with respect to their age or gender.

Keywords: Attitude, E-learning, Prospective teachers, Aizawl

1. Introduction

The process of learning through electronic technology and media is known as e-learning,it is also calledas online learning or electronic learning. E-learning is defined simply as "Learning that is enabled electronically". E-learning is typically conducted online, where students can access their course materials at any time and from anywhere.In their 2016 research paper "E-learning and the science of instruction: Proven principles for users and designers of multimedia learning," Clark and Mayer defined e-learning as instructions supplied via digital devices to support learning.Compared to conventional learning methods, E-learning offers several advantages; It gives students the chance to use self-paced learning and choose their own learning environments, and it enables teachers to quickly update their subject-specific expertise with a single click.

With the advent of e-learning, the teacher is no longer the only source of knowledge; instead, students now have instant access to material on any subject matter from any location at any time. In assisting students immediately and conveniently, it lessens the pressure on the teacher.Due to its elimination of the geographic barriers that are frequently associated with traditional classroom settings and education, e-learning is both cost-effective and

efficient.With all of these advantages in mind, it is clear why e-learning is gaining popularity throughout the educational spectrum.E-learning does not, however, come without its own set of drawbacks, just as everything that has benefits also has those same negatives. Despite how amazing it may sound, e-learning has its own disadvantages, including the failure to foster communication skills in students and the provision of several opportunities for cheating during assessments.Hence,when implementing e-learning, one should carefully assess the benefits and drawbacks of the method and be sure to address all of the potential issues.

2. Rationale

The idea that technology has taken over our life is not hyperbole. It seems hard to function in contemporary life without the aid of technology. It appears that we conduct all of our business online despite the fact that we only began using the internet roughly 30 years ago. The internet has undoubtedly impacted every aspect of our lives.With the advent of the internet, one industry that has undergone a significant change in how it operates is education.Technology is an effective instrument that may assist and improve education in a variety of ways, from making it simpler for teachers to generate instructional materials to opening up new avenues for individual and group learning.

The Internet's global reach and the prevalence of smart gadgets that can connect to it have ushered in a new era of education that can take place at anytime, anywhere.We must comprehend the benefits and drawbacks of technology and media in our educational system since we cannot avoid its influenceand with the introduction of e-learning, a notion that is still foreign to some teachers, Understanding the attitudes of prospective teachers towards e-learning is crucial since they must get ready for it and familiarise themselves with the knowledge and abilities required.

3. Literature Review

Hamutoğlu, et al. (2019) studied digital literacy skills and attitudes towards e-learning. This study used a quasi-experimental pre-post-test design with an experimental group to examine how a five-week intervention affected the digital literacy abilities and attitudes of aspiring teachers. The Attitudes Toward E-Learning Scale (Haznedar&Baran, 2012) and the Digital Literacy Scale (Ng, 2012 provided the data for the study. Results showed that the teachers'had a positive impact towards e-learning platforms. Regression analysis results showed that tendency is one of the most important determinants of digital literacy abilities.

Chandwani et al. (2021) conducted research on attitude of faculty towards online teaching and learning in relation to certain variables: a study during corona virus (covid-19) pandemic in India. The goal of the current study was to determine how teachers who work in different Indian colleges and universities felt about online instruction. The results showed that teachers' attitudes regarding online teaching were not significantly different depending on their gender or the type of institution they worked for, but that teachers' marital status did have a significant influence. Age (negative relation), experience with online learning tools, and teachers' attitudes about online teaching were all found to be significantly correlated. The study's findings highlighted the need for instructors to receive training and for improved communication between them and IT workers in order to help teachers adopt a persuasive online teaching mindset.

Gururaja (2021) studied teacher's attitude towards online teaching. The goal of the study was to ascertain how teachers working in government, private aided, and private unaided schools in various areas of the state of Karnataka felt about online education. A sample of 354 teaching professionals, of which 184 men and 170 women were given an online survey to complete between April and May 2021 in order to accomplish the main goal. The typical age of teachers was 46.2 years for men and 42.5 years for women. The findings revealed that male teachers have a more positive attitude towards online instruction than female teachers do, and urban teachers are more interested in online instruction than rural teachers are. Additionally, this study also proved that more experienced teachers show less interest in online teaching than less experienced teachers.

Krishnakumar& Rajesh (2011) conducted a study on attitude of teachers' of higher education towards e-learning and from their study they concluded that teachers generally have positive attitude towards e-learning and that these attitudes vary among teachers depending on whether they are familiar with computers, information technology or other forms of communication.

Alasmari (2022) investigated the attitudes of public-school teachers towards e-learning in saudiarabia and the findings indicate that teachers typically had a neutral attitude towards online learning, a good perception of its benefits, and a neutral perspective of its drawbacks. The researcher advises that more research is needed to examine teachers' opinions in various professions and the benefits and drawbacks of e-learning in each Saudi Arabian.

4.   Objectives of the study

1) To assess the attitude towards e-learning among prospective teachers in Aizawl City.

2) To compare the attitude towards e-learning among prospective teachers with respect to their age.

3) To compare the attitude towards e-learning among prospective teachers with respect to their gender.

5.   Hypotheses of the study

1) There is a significant difference among prospective teachers in their attitude towards E-learning with respect to their age.

2) There is a significant difference among prospective teachers in their attitude towards E-learning with respect to their gender.

6.   Methodology

In the present study, Descriptive Survey Method was adopted in which Census Survey Method was used for collecting data.

7.   Population and sample

The population of the present study comprised of all prospective teachers undergoing B.Ed, B.Ed (Special) and D.El.Ed courses in Aizawl City, with a total of 728 perspective teachers. All the respondents were divided into two main groups with respect to their age and their gender.

The prospective teachers were divided into two groups based on their age in which one group composed of those below 25 years and the other group composed of those 25 years and above. Prospective teachers were also divided into male and female in reference to gender.

Table 1: Profile of prospective teachers in Aizawl City

Groups		Number of prospective teachers		Percentage
Age	Below 25 years	310	728	42.58
	Above 25 years	418		57.42
Gender	Male	261	728	35.85
	Female	467		64.15

8. Tool

For this study, Attitude Towards e-learning developed by Dimpal Rani was used for collection of data, which is a standardized tool to measure the Attitude Towards e-learning. This scale is divided into four major areas: e-Learning interest, usefulness, ease of e-learning and e-learning confidence. The positive and negative type with a total of 65 items are distributed in these areas. The scale is a five point scale, which include*Strongly Agree, agree, undecided, disagree and strongly disagree*. It comes with separate scoring for the positive and negative items.

9. Statistical technique used

Data collected was analysed with the help of statistical techniques namely: Mean, standard deviation and t-test.

10. Delimitation

Due to limitations in time and cost, the present study was delimitedto prospective teachers undergoing B.Ed, B.Ed (Special) and D.El.Ed courses.

11. Data analysis and interpretation

The data collected were analyzed and interpreted in accordance with the objectives.

Objective No.1: To assess the attitude towards e-learning among prospective teachers in Aizawl City.

In order to assess the attitude towards e-learning among prospective teachers in Aizawl City, the whole sample of prospective teachers were divided into groups with different levels of e-learning, which is in accordance with the norms as given in the manual of 'Attitude towards e-learning' prepared by Dimple Rani. In which the different levels of e-learning are Extremely high, High, Above average, Average, Below average, Low and Extremely low. Table No.2 shows the distribution of prospective teachers on the basis of analysis of data.

Table 2: Prospective teachers' level of attitude towards e-learning

Sl. No	Z-Scores	Frequency	Percentage	Level of attitude towards e-learning
1	+2.01 and above	6	0.82	Extremely High
2	+1.26 to +2.00	9	1.24	High

3	+0.51 to +1.25	44	6.04	Above Average
4	-0.50 to +0.50	350	48.08	Average
5	-1.25 to -0.51	242	33.24	Below Average
6	-2.00 to -1.26	59	8.10	Low
7	-2.00 and below	18	2.47	Extremely Low
	Total	728	100	

Table 2 reveals that majority of the prospective teachers (48.08%) have average attitude towards e-learning, followed by those having below average attitude towards e-learning (33.24%). It is also observed that very few of the prospective teachers have high and extremely high attitude (1.24% and 0.82% respectively). Furthermore, 8.10% and 2.47% of prospective teachers have low and extremely low attitude respectively.

Objective No.2: To compare the attitude towards e-learning among prospective teachers with respect to their age.

In order to compare the attitude towards e-learning among prospective teachers with respect to their age, the hypothesis which stated that 'There is a significant difference among prospective teachers in their attitude towards e-learning with respect to their age' was converted into a null hypothesis which states that, 'There is no significant difference among prospective teachers in their attitude towards e-learning with respect to their age'.

To test this null hypothesis, a t-test was conducted and comparison was made between prospective teachers below 25 years of age and those 25 years and above. The Mean and the Standard Deviation were also calculated. T-test was used to test the Mean difference and the details of these are shown in the following table.

Table 3 :Comparison of e-learning attitude of prospective teachers between below 25 years of age and 25 years and above

Age	No. Of Students	Mean	Standard Deviation	SED	t-value	df	Significance level
Below 25 years	310	221.26	41.61	2.72	0.73	726	Not significant
25 years and above	418	223.24	27.58				

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Table 3shows the comparison of the e-learning attitude of prospective teachers below25 years andthose who are 25years and above in age. The calculated t-value was found to be 0.73 and degrees of freedom 726, which is smaller than the critical value, at the required level of significance.

So, the null hypothesis, 'There is no significant difference among prospective teachers in their attitude towards e-learning with respect to their age' is accepted.

Objective No.3: To compare the attitude towards e-learning among prospective teachers with respect to their gender.

To compare the attitude towards e-learning among prospective teachers with respect to their gender, prospective teachers were categorized into male and female. The hypothesis which stated that 'There is a significant difference among prospective teachers in their attitude towards e-learning with respect to their gender' was converted into a null hypothesis which states that, 'There is no significant difference among prospective teachers in their attitude towards E-learning with respect to their gender'. To test this null hypothesis, a t-test was conducted and comparison was made between male and female. The Mean and the Standard Deviation were also calculated and t-test was used to test the Mean difference, and the detail of which is shown in the following table.

Table 4: Comparison of e-learning attitude between male and female prospective teachers

Gender	No. Of Students	Mean	Standard Deviation	SED	t-value	df	Significance level
Male	261	223.68	39.18	2.82	0.8	726	Not significant
Female	467	221.68	31.18				

Table 4shows the comparison of the level of e-learning attitude between male and female prospective teachers in Aizawl City.

The calculated t-value was found to be 0.8 with its degrees of freedom 726, which is smaller than the critical value at the required level of significance.

So, the null hypothesis, 'There is no significant difference among prospective teachers in their attitude towards E-learning with respect to their gender' is accepted.

12. Findings

1. The prospective teachers in Aizawl City shows 'Average' attitude towards e-learning.
2. There is no significant difference in the attitude towards e-learning among prospective teachers with respect to their gender.
3. There is no significant difference in the attitude towards e-learning among prospective teachers with respect to their age.

13. Conclusion

The significance of e-learning in the field of education cannot be over emphasized. Teachers, being the key educators ought to be acquainted with necessary knowledge skills and knowledge of e-learning so as to use them to achieve educational objectives effectively.

The findings in this present study reveals the need for sensitizing prospective teachers to be more aware of the need for e-learning. This will eventually have an adverse effect in improving the capacity and effectiveness of prospective teachers who are to be teachers in the near future.

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