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Developing Professional Ethics for Teacher Educators <i>C. Subbulakshmi</i>	106
Smart Classroom in Indian Education Scenario <i>K. Vellaichamy</i>	114
Personality, Role Expectation and Role Performance of Commerce Lecturers in Arts and Science Colleges <i>C. Kalai Suseela</i>	121
Concept of E-learning <i>K. S. Jayanthi and S. Chelvi</i>	127
Temperature Variability and Monsoon Trend Analysis over Kerala <i>S S Anie, S Abraham Thambi Raja and A. S. Jebamalar</i>	133
E-learning <i>T. Ponmalini and S. Chelvi</i>	143
Diabetes and Yoga <i>A. Ravi</i>	157
Innovative Research in the Field of Teaching and Learning <i>R.Kabeer</i>	171
Attitude of Prospective Teachers towards E-learning <i>P.S Prasad. and N. Latha Saraswathy</i>	179
Smart Education and E- Learning: The Smart Way of Learning Environment in Classroom <i>K. Sindhu and I. Jesu Doss</i>	185
Cultivating Critical Thinking in E-learning Environment <i>V.B. Viniba and R.P Deepa</i>	193
Empowering Prospective Teachers with Digital Technology for Future Classroom <i>T. Vishnuja and R. Karthick</i>	199
Teacher Education in A New Paradigm: ICT Integrated Pedagogy <i>M. Sreedevi and R.P.Deepa</i>	205
Church and Rural Development <i>M. Edwin Sobitha</i>	210
E- Learning in Education <i>S. Augustin Bens Raj and H. Deepa</i>	222
Reading Skills and its Success in Rural Readers <i>P. Sherly Bell</i>	227

ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS E-LEARNING

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ABSTRACT

Modernization of higher education and school education is very much necessary in India. The curriculums have to be planned in such a way to meet the international standards. In the context of globalization, e- learning has emerged as an affordable platform for Indian learners to get quality education. The main objective of the study was to find out the significance, if any, in the attitude of prospective teachers towards E-learning with respect to background variables. The survey method is adopted in order to carry out the research. The sample consists of 400 prospective teachers who are selected through the simple random sampling technique. The findings revealed that there is significant difference in the attitude towards e-learning of prospective teachers based age. There is no significant difference in the awareness and attitude towards e-learning of prospective teachers based on gender, and locality of the students.

Introduction

E-learning is an emerging educational platform, where learners identify specifically what they need to learn and access it quickly from a wide variety of course providers, instead of taking whole courses from local educational institutions. E-learners get the right knowledge from the right source at the right time, within a short duration of time. E-learning supports learners in self paced learning in the dynamic context.

The present Education system is a failure in meeting the needs

of learners. It is comprised of outdated courses, less utilitarian subjects, including more content and ineffective methods.

Learners are in need of life oriented, skill developing and job oriented courses. E- Learning platform provides innumerable opportunities for learners to learn short term and skill oriented courses within a short duration of time.

E-learning incorporates web and internet-based applications as well as CD-ROMS, satellite channels and videotapes. The learners prefer e-approach because they can learn at their own speed by exchanging experiences and accessing the latest information from and around the world. E-learning providers deliver the courses directly to the desktop or mobile of the learner through an internet or intranet connection.

Need and Significance of The Study

In India, technology integrated education is in a flourishing state. Technology enables students to access teaching and learning anywhere and anytime along with the classroom learning.

Modernization of higher education and school education is very much necessary in India. The curriculums have to be planned in such a way to meet the international standards. In the context of globalization, e- learning has emerged as an affordable platform for Indian learners to get quality education. Integrating e-learning will be a right and effective strategy in school and Higher education institution to meet the global standards.

In near future, Virtual class rooms and e-learning will become an inseparable part of higher education in India. The uniqueness of e-learning is that it provides opportunity to the learners to learn anytime and anywhere. In future, school teachers should act as e-learning educators and facilitators. Prospective teachers should be aware of the e-learning; e-content preparation, presentation tools, software and delivery systems. Only by doing so they can gain education, give training and education to the learners. Today's prospective teachers are

tomorrow's school teachers. As a future teacher, prospective teachers should be aware of e-learning. So it is necessary to know their attitude towards e-learning.

Objective of The Study

To find out whether there is any significant difference in the attitude of prospective teachers towards E-learning on the basis of background variable such as gender, age and locality of the student.

Hypotheses:

1. There exists no significant difference between the male and female prospective teachers in their E-learning attitude
2. There exists no significant difference between the rural and urban prospective teachers in their E-learning attitude.
3. There exists no significant difference in the attitude towards E-learning of prospective teachers based on Age.

Methodology of The Study

Normative Survey Method is adopted for the present study. The sample for the present study consists of 400 B.Ed students studying in different colleges of education in Kanyakumari district. Tool used for the study is Attitude scale on e-learning (Iatha Saraswathy, N& Prasad.P.S, 2012). Statistical techniques like arithmetic mean, standard deviation, t-test, ANOVA are used for data analysis.

Results and Discussion

The percentage analysis of the level of attitude of prospective teachers towards e-learning among the surveyed sample is presented in the following table.

Table 1- E-learning Attitude of Prospective Teachers

E-learning Attitude	Count	Percent
Unfavourable	53	13.25
Neutral	292	73.00
Favourable	55	13.75
Total	400	100.00

From the table -1, it is evident that about 13.25 percent of the total sample shows unfavorable attitude of e-learning and about 13.75 percent has favourable attitude of E-learning. But majority (about 73 percent) of the sample exhibits neutral attitude towards E-learning.

Table 2

Comparison of E-learning Attitude of Prospective Teachers Based on Gender

Gender	Mean	SD	N	Calculated t-value	P	Significance at 5% level
Male	84.75	12.45	127	0.39	0.695	NS
Female	85.27	12.15	273			

The calculated t-value ($t=0.39$; $p>0.05$) is not significant at 5% level. Therefore, the null hypothesis is accepted. Hence there exists no significant difference between male and female prospective teachers in their attitude towards E-learning.

Null Hypothesis:2

There exists no significant difference in the attitude towards e-learning of prospective teachers based on Age.

Table 3 - Comparison of E-learning Attitude of Prospective Teachers Based on Age

Age	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Sig. at 5% level
21 to 25	84.84	12.50	Between Gp	1181.54	2	590.77	4.01	0.019	S
26 to 30	83.93	11.78	Within Gp	58496.0	397	147.35			
Above 30	90.05	10.89	Total	59677.5	399				

The calculated F-value ($F=4.01$; $p<0.05$) is significant at 5% level. Therefore the null hypothesis is rejected. So, there is significant

difference among the different age group of prospective teachers in their attitude towards e-learning. The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffe's multiple comparison is used for further analysis. The result of Scheffe's analysis revealed that there exists no significant difference in attitude towards e-learning among prospective teachers whose age group lies between 21 – 25 & 26 – 30. The next pair shows that there exists a significant difference in attitude towards e-learning among prospective teachers whose age group lies between 26 – 30 & above 30. Prospective teachers belong to the age group of above 30 have favorable e-learning attitude than prospective teachers belong to the age group of 26 to 30.

Null Hypothesis: 3

There exists no significant difference between the rural and urban prospective teachers in their attitude towards e-learning.

Table 5 - Comparison of E-learning Attitude of Prospective Teachers Based on Locality

Locality of student	Mean	SD	N	Calculated t-value	P	Significant at 5% level
Rural	85.50	12.73	224	0.73	0.466	NS
Urban	84.61	11.58	176			

The calculated t-value ($t=0.73$; $p>0.05$) is not significant at 5% level. Therefore the null hypothesis is accepted. Hence, there exists no significant difference between rural and urban prospective teachers in their attitude towards E-learning.

Conclusion

This study indicated that majority of prospective teachers have neutral attitude towards E-learning. The prospective teachers who are aged above 30 had more favorable attitude towards learning than other groups. It is expected that in near future, schools and colleges of India will adopt E-learning. So, prospective teachers should makeup

themselves to be E-learning educators and facilitators. Prospective teachers should be skilled in E-learning; E-content preparation, presentation tools, software and delivery systems. To empower the prospective teachers for future e-learning platforms in schools, B.ED curriculum should be revised to give more importance to E-learning. A compulsory E-learning strategy paper along with ICT should be included in the B.ED curriculum. Training should be given to the prospective teachers for e-learning content preparation and delivery.

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