

CHAPTER-1

INTRODUCTION

Introduction

1.Introduction:

The rapid advancement of information and communication technology (ICT) has significantly transformed the global educational landscape. Among these technological developments, e-learning has emerged as a central mode of instruction, offering flexible, accessible, and personalized learning experiences. E-learning encompasses a range of digital tools and platforms that support teaching and learning, from fully online courses to blended learning environments. As educational institutions increasingly integrate e-learning into teacher education programmes, understanding the attitudes of pre-service teachers toward this mode of learning becomes crucial.

Pre-service teachers, who are individuals undergoing formal training before entering the teaching profession, are a vital component of educational reform and innovation. Their attitudes, beliefs, and competencies regarding e-learning can influence not only their learning outcomes but also their future classroom practices. If pre-service teachers hold positive attitudes towards e-learning, they are more likely to engage with digital technologies effectively and adopt them in their teaching practices. Conversely, negative attitudes may hinder their willingness to integrate technology into their future classrooms, potentially limiting the educational opportunities available to their students. Therefore, we can say that attitude has a significant role in modifying the traditional learning methods towards e-learning. Due to the power to communicate across the world and the explosion of information, education will need to shift.

The COVID-19 pandemic has further underscored the importance of e-learning by forcing educational institutions worldwide to shift to remote instruction almost overnight. This abrupt transition has provided both challenges and opportunities for pre-service teacher education. It highlighted issues such as the digital divide, lack of training, and resistance to change. It also accelerated the adoption of e-learning tools and methodologies, offering valuable insights into how technology can be harnessed for education. In this context, the need to assess and understand pre-service teachers' attitudes towards e-learning has become more pertinent than ever.

1.1 Background of the Study:

"Education is the most powerful weapon we can use to change the world" (Mandela, 2003 quoted in Agarwal, 2020). Learning is a need for the forward advancement of a person as well as society. Not only does education make a person equipped with knowledge and abilities, but also gives confidence to live in this competitive world full of completions.

The previous education system followed the conventional face-to-face instruction and learning but with the evolution of technology, the education system globally has been computerized. Now online education is taking the front-line position in imparting knowledge at all stages, either primary or secondary. Technology has played a significant role in making education a global good. The application of the internet now has stretched from distance education to normal education most of the educational centres across the globe have initiated E-learning since it is adaptable and learner-friendly.

1.2 Significance of the study:

E-learning is becoming an increasingly popular mode for studies and it is very important to judge Whether E-learning is a complete learning solution in itself or not. The study is significant as it will help the teachers in understanding the various virtues of E-learning for the student. It will help in understanding what areas need investment to improve the learning effectiveness through E-learning Mode. The study is based on teacher's attitudes toward E-learning. Understanding the attitude of teachers will help to identify the barriers in challenges in E-learning. Thus, the study will help in improving the existing E-learning technologies and practices. Furthermore, it will emphasize the development of teachers as well as student skills to make learning successful. E-learning in India is an innovative and major leap towards enhancing learning, structural development, and acquiring knowledge using digital services and technology.

1.3 Rationale of the study

The study on "Attitude of Pre-service Teachers Towards E-learning" focuses on understanding and studying the attitude of pre-service teachers towards E-learning.

As future educators, their perceptions and openness to digital learning tools significantly influence how effectively they will integrate technology into their teaching practices. By examining these attitudes, the study aims to uncover factors that shape their views, such as digital literacy, accessibility, and institutional support. The findings will inform teacher education programs, helping to design more effective training that fosters positive attitudes towards e-learning and prepares pre-service teachers to thrive in technology-driven educational environments.

1.4 Need and Justification:

- A positive attitude allows one to relax, recall, concentrate, and absorb information as one learns.
- For current teachers, the biggest challenge is a shift in educational trends and technology.
- E-learning provides knowledge by using digital materials.
- As a good teacher having a positive attitude towards everything about learning is quite significant in effective learning.
- A teacher must be willing to embrace new experiences with a healthy and positive attitude so that it may assist in noticing many different types of learning opportunities.
- Thus, a teacher's attitude towards learning is a highly significant factor in teaching effectively during the learning process.

1.5 Statement of the Problem:

A Study on Attitude of Pre-Service Teachers towards e-learning.

1.6 Objectives of the Study:

The following objectives were formulated for present study;

- To study the attitude of pre-service teachers towards E-learning.
- To study the attitude of male and female pre-service teachers towards E-learning.

- To study the attitude of Central Government and State Government pre-service teachers towards E-learning.

1.7 Hypothesis of the study:

Ho1: There is no significant difference in attitude between male and female secondary school teachers towards e-learning.

Ho2: There is no significant difference in attitude between Central Government and state government pre-service teachers towards E-learning.

1.8 Delimitation of the Study:

- This study is restricted to Koraput District Only.
- Pre-service teachers were included in the present study.
- One of each from Central Government and State Government teacher education institution were included in this study.

1.9 Operational definition of key terms:

The following terms have been used in this study and provided the operational definition to the reader for a full understanding of the study.

E-learning:

“E-learning can be defined as the use of digital technologies and media to deliver, support and enhance teaching, learning, assessment and evaluation.” (Armitage and O’Leary, 2003).

Attitude

“A mental and neural states of readiness, organised through experience, and exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” (Allport, 1935)

Attitude for this study is defined as the inclinations and perspective of the pre-service teachers towards e-learning.

Teacher's attitude

The set of beliefs, values, and feelings that a teacher holds about teaching, learning, students, and the educational environment, which significantly influence their behaviour, instructional decisions, and interactions in the classroom.