CHAPTER 5
FINDINGS, CONCLUSION AND SUGGESTIONS

Findings, Conclusion and Suggestions

5.1 Introduction:

This chapter provides a concise overview of the research, its findings, and the conclusions derived from various analyses. It is succeeded by the educational implications derived from the results of the current study. Suggestions for future research in related fields are also included. In recent years, e-learning has gained prominence and is increasingly accepted as an alternative method for pursuing higher education (UNESCO 2009). Educators are crucial to the successful incorporation of e-learning in education. This significantly influence students' perceptions and the overall transformation of educational practices. The primary objective is to make the teaching and learning experience both enjoyable and memorable. The contemporary education system promotes the cultivation of diverse learning strategies to enhance learners' potential. There is a pressing need for a more structured and systematic approach to instruction to achieve this educational objective.

5.2 Statement of the Problem:

"A STUDY ON ATTITUDE OF PRE-SERVICE TEACHERS TOWARDS E-LEARNING"

5.3 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.

5.4 Objectives of the Study:

For the successful completion of the study, the following objectives were formulated.

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

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

5.5 Hypothesis of the Study:

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

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

5.6 Research Methods:

The descriptive method of research will be employed for the study. The Descriptive survey research method was adopted primarily due to the fact that it is one of the most commonly used means of investigation that attempts to describe and interpret what exists in the present phenomena in terms of practices, beliefs, attitudes, conditions, processes, trends, or relationships.

5.7 Sample of the Study:

A random sampling technique was used for this study. The sample includes two teacher education institutes. A total of 55 pre-service teachers from two different institutes were selected for the study in which both male and female pre-service teachers were selected.

S.I. No.	Gender	No. of Pre-service teachers
1	Male	27
2	Female	28

Types of Institutes	Central Government	State Government
No. of Pre-service teachers	N=28	N=27

5.8 Tools used for data collection:

In the present study, the **E-learning Attitude Scale** was used for this study. The researcher used self-developed tools for the study. A quantitative method was used to collect data. The tool was prepared, and statements were constructed by the investigator to know the attitude of the pre-service teachers towards E-learning.

5.9 Procedure for Data Analysis:

To know the attitude of pre-service teachers towards E-learning, the data were analyzed with the help of sources of data collected from the teacher education institutes. For testing of hypothesis Mean, Standard deviation, and t-test are drawn.

5.10 Findings of the Study:

- There is a high attitude of pre-service teachers towards E-learning.
- The male pre-service teachers having less positive attitude toward e-learning as compared to female pre-service teachers.
- The Central Government Institutes' pre-service teachers and State Government Institutes' pre-service teachers having a difference in attitudes but it is evident that there is no significant difference in both types of Institutes.

5.11 Suggestions for further research studies:

- This study may further be extended by increasing the sample size.
- This study may further extended to college students from different courses.
- This study may further be extended by taking variables like age, and subject.
- This study may further extend to measure the influence of E-learning on students' achievement.
- This study may further extend to teachers or lectures.
- This study may further extend to school students.
- This study may further extended by examining how e-learning affects the teaching learning process.
- This study may further extended to examine how e-learning affects students' metacognition.

5.12 Educational Implications:

Educational implications of the present study are as following:

Education is facing the challenge of technological advancement and educational innovations. E- Learning has shown great potential in bridging the gap between these two ends. The findings of this study show that the attitude of pre-service teachers towards e-learning is positive. E-learning development is not just about the technology. It is also about supporting the learner's journey. Paradigms such as "just-in-time" and "at own pace" learning, student-centred, and collaborative approaches have emerged and are supported by technological advancement.

- E-learning enables pre-service teachers to represent information using several different media in meaningful ways.
- E-learning can help pre-service teachers to take into account different learning styles, because some students learn by interpreting text, while others require more graphical representation.
- E-learning and multimedia helps in the development of higher-order thinking skills.
- Interactive multimedia encourages learners to seek information, apply knowledge, and re-attempt tasks that are associated with higher-order thinking skills.
- E-learning can bridge language barriers since audio is not the only means of communication.
- E-learning allows for self-pacing and discovery.
- E-learning provides learners the flexibility of anywhere-anytime learning.
- E-learning helps learners to learn the content in a given discipline. It helps learners to think effectively and practice problem-solving and decision-making.

5.13 Conclusion:

The present study investigated the attitudes of pre-service teachers towards e-learning, a critical component of modern education. The analysis revealed that pre-service

teachers generally held a positive attitude towards e-learning, recognizing its potential to enhance accessibility, flexibility, and self-paced learning. Many participants appreciated the role of technology in making learning more interactive and convenient, especially during disruptions like the COVID-19 pandemic.

However, the study also highlighted a few reservations. Some pre-service teachers expressed concerns about reduced personal interaction, technical difficulties, and lack of digital infrastructure, especially in rural or under-resourced areas. The findings showed that gender and type of institution had minimal but notable influences on attitudes, indicating the need for inclusive training that addresses diverse backgrounds and learning contexts.

Overall, the study underscores the importance of integrating e-learning tools and strategies into teacher education programs. Building digital competency, offering hands-on experience, and ensuring infrastructure support can enhance the preparedness of future teachers to adopt e-learning confidently and effectively. The positive inclination of pre-service teachers suggests a readiness to embrace digital education, provided they are equipped with the right skills and support.

In conclusion, while e-learning is not without its challenges, its benefits are widely acknowledged. As education continues to evolve in the digital age, fostering favourable attitudes and practical competence among pre-service teachers is essential. Future research could focus on longitudinal studies and the impact of real-time e-learning experiences on teaching practices and student outcomes.