

## ATTITUDE OF TEACHER TRAINEES TOWARDS ONLINE LEARNING

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### ABSTRACT

*The present study was designed to find out the attitude of teacher trainees towards online learning. The sample of the study comprised of 250 teacher trainees of Karnal city. Teacher Trainees showed positive attitude towards online learning. They were satisfied with online recourses. Moreover, they learnt ICT skills and they preferred online classes for future study.*

**Key Words:** Attitude, Teacher Trainees, online classes

### Introduction:

According to Lindgren (1962) Education process is the interlinked relation of the three main points: The learner, the learning process and the learning situation. Learner means the students who individually or collectively comprise the class group. All educational activities have been planned and executed for the all round development of the learner. Learning process means what goes on when students learn. Learning situation means those factors and conditions that affect the learner and learning process.

Present pandemic period has exhibited a pervasive and increasing demand for innovative ways of imparting education and this has led to dramatic changes in learning technology as well as organizations in teaching - learning process. Due to prevailing uncertainties, educational institutions are still closed down. It is important that learning continues; even if it cannot happen in personal, therefore most of the institutions have to provide online learning resources. These radical changes in learning and teaching are emerged and use of technology in teaching in the backdrop of internet is known as e-learning. In these background government organizations, corporations and educational institutions have to keep pace with e-learning phenomenon and take strategic decisions to adopt new learning techniques in this pandemic era. Rosenberg (2001) said, "E-Learning is the acquisition, generation and transfer of knowledge using online facilities and employs traditional teaching and learning methods as well as technology specific techniques". Further Homan & Macpherson (2005) said that E-learning covers any electronic learning material from CD-Roms on stands alone PCs to intranet/internet networked systems with downloadable and interactive material. B. Murahari (2001) in his research study found that replacing classroom teaching with an online format may be the best option. D.R. Goel (2002) collected opinions of students regarding implementing computer assisted instructions and found that students were more interested in computer assisted instructions then traditional. Albrini (2004) & Behra (2010) found positive attitude among teachers towards information & communication technology in education. Konwar (2017), studied attitude of college students towards E-Learning and found that the students who has used e-learning as learning strategy, they have got high marks then the less user of e- learning strategy.

### The use of digital resources has changed the teaching learning conditions in two ways.

- The rich representation of information changes learner's perception and understanding of the context.
- Secondly the vast distribution and easy access to information can change relationships between teachers and learners. Technology has made the process of accessing learning context easy.

Michael Golden rightly said that Technology is a tool that has the potential to empower teachers at all level. Telephone, radio, television are called traditional ICTs and relatively newer one's personal computers, mobile phones, networks, satellite, wireless sets, I pads and internet help people to gather information and communication through the same. (Smaulets 2007). Virtual classroom teachings have suggested the ways to adopt ICT tools into classrooms settings.

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Now education is not limited to traditional face to face teaching and learning. Virtual classrooms and virtual laboratories have shown more possibilities for students belonging to different demographic areas. Today's teachers and learners are expected to become active participants at online learning platform, using communication networks for rapidly developing and exchanging information. In present context of globalization the goal of quality education for all is not possible without the use of technology in classroom through virtual teaching and digital tools. But due to network problem, not availability of computer/Laptop/tablet/Smartphone and lack of technical skills to handle these types of gazettes and communication apps, students and teachers are facing too many difficulties in this transition period. It is important to understand hoe educational institutions' teachers and students are actively and positively involved in this transition process. This necessitates the researchers to study the Attitudes of Teacher Trainees towards online learning.

### **OBJECTIVES OF THE STUDY**

Objectives of the present study were:

- To identify the positive aspects of online learning.
- To study the study the attitude of Teacher Trainees towards online learning.

### **HYPOTHESIS**

- There may exist positive attitude among teacher trainees towards online learning.

### **RESEARCH METHODOLOGY**

In this present study, the researcher used **descriptive survey method** to collect the data.

### **SAMPLE**

In the present study, the investigator took sample of 250 Teacher Trainees of Dr. G.D.D.A.V College of Education for Women, Karnal (125) and Gyan Bharti College of Education, Karnal (125) for collection of data. The random sampling method was used for the selection of the sample.

### **TOOLS USED FOR DATA COLLECTION**

The self prepared scale on '**Attitude of Teacher Trainees towards online learning**' was used for collecting of data. Five point scale indicates with one being strongly disagreed and five being strongly agreed. Scale was distributed among participants by using Google form and participants were informed that all opinions provided by them were kept confidential.

### **ANALYSIS & INTERPRETATION OF DATA**

After analyzing the each item of the scale, findings were discussed in the following ways:

- Availability of resources for online classes
- Tools used for online classes
- Learning Material provided by Teachers
- Positive aspects of online classes and students attitude towards online classes.
- Negative aspects of online classes and students attitude towards online classes.
- Future aspect of Online classes

#### **1. Availability of resources for online classes**

Majority of teacher trainees 9.1% have Smartphone/laptop/Desktop with internet facility. Widespread availability of contemporary ICTs removed the earlier restrictions and hindrances. With the availability of direct communication and access to sharable resources teaching learning process can be made more effective. During online classes teachers' tried to give them learning experiences from distance also. Huge knowledge is available on internet and students can easily access knowledge any time from any place and through any source.

#### **2. Tools used for online classes**

There are vast number of tools available for online classes. As given in figure-1, when students were asked about the available tools used by their teachers for teaching, 241 teacher trainees were responded that Google meet is the

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frequently used platform for online classes. WhatsApp is considered the second popular tool; they preferred it for sharing material in PDF/Video/Audio lecture etc. Google classroom is the third choice of the teachers for sharing material and collecting assignments. Sometime Zoom App and Webex are used for the purpose of webinars and extension lectures.

**Tools used by Teacher Trainees for Online**

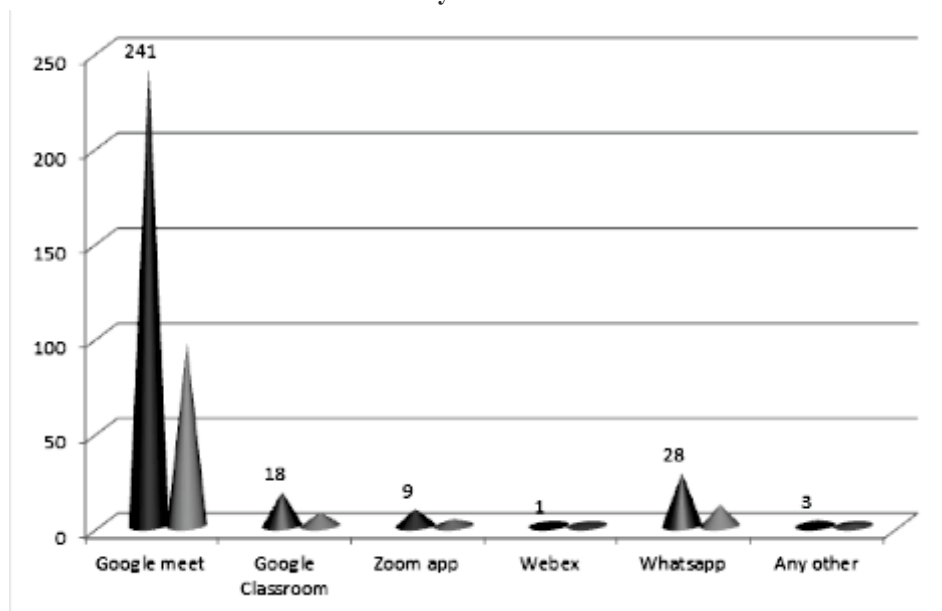


Figure-1

### 3. Learning Material provided by Teachers

AS per figure -2, when the teacher trainees were asked about the learning material provided by their teachers, 162 teacher trainees responded that most of the teachers used PPTs while teaching in virtual classroom. 96 & 103 teacher trainees responded that teachers used YouTube channels and self prepared Videos to deliver their lectures respectively. Whereas 87 & 78 teacher trainees said that their teachers preferred to send e material and audios to support their lectures respectively. Teachers also used E- quizzes for immediate feedback and evaluation of their lectures.

**Learning Materials Provided by Teachers during Online Classes**

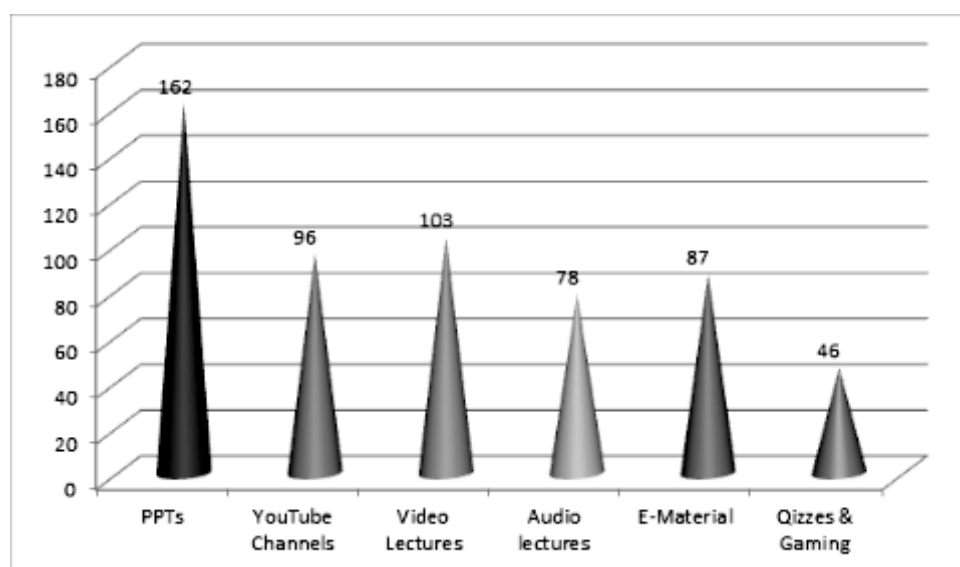


Figure-2

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When the teacher trainees were asked about the online search engines used by them, 241 teacher trainees responded that they use Google frequently for searching learning materials. Whereas 23 teacher trainees are using Yahoo and 19 respondents go to the websites directly.

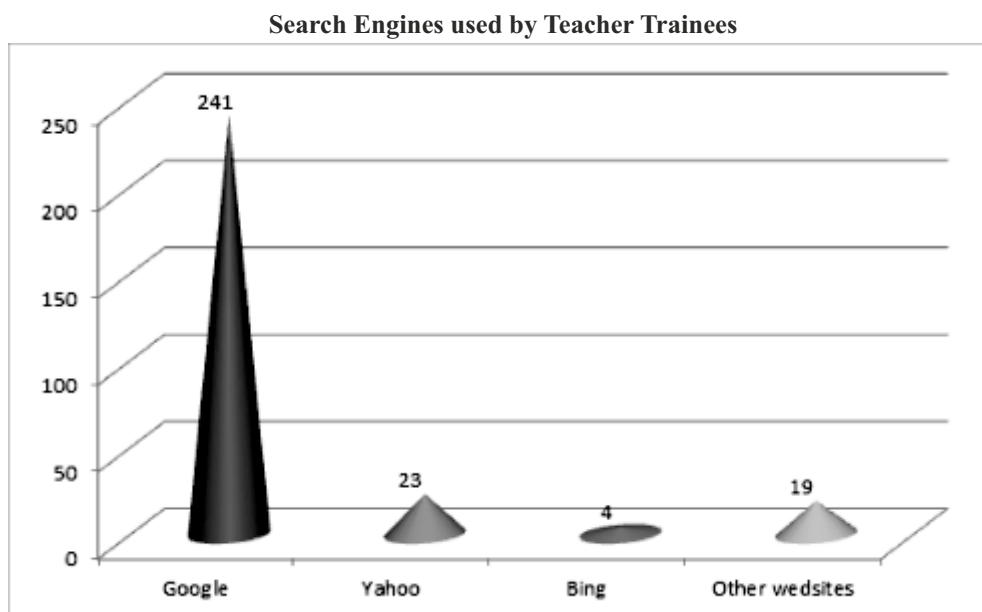


Figure -3

### 4. Positive aspects of online classes and students attitude towards online classes.

Majority of respondents 83.2% showed positive attitude towards online learning. 76.7% respondents possessed ICT knowledge and they feel comfortable while attending online classes. 78.7% respondents are in the favour of learning through computer/ laptop/ Mobile phones etc. 48.4% respondents disagreed that online learning is better than offline learning; it showed they are interested in online teaching. 88.4% respondents said that internet gives opportunities to access online data easily. 69.6% responded that use of ICT takes less time to explain things while teaching.

### 5. Negative aspects of online classes and students attitude towards online classes.

Every bright thing has some dark sides also. When students are asked about the negative aspect of the online classes, they replied that they are facing retention problem due to continuous online classes. It is very difficult to sit before screen for long hours. No doubt online classes are free from restriction of physical presence but peer group learning and practical experiences are lacking there. Continuous presence before screen with electronic gazettes minimised their personal interaction and sharing of emotional changes. Sometimes availability of network disturbed their classes.

### 6. Future aspect of Online classes

When students are asked to reply about the use of online resources in future, 56% respondents are in the favour of online classes in future. They learnt new tools during online classes such as PowerPoint, Excel, YouTube, Google meet, Zoom app, Google Classroom etc. and got awareness of open Educational resources to update their knowledge

### Conclusion and recommendation

Change is always inevitable in every field of life. Online learning now becomes a need of hour and in this pandemic time when we are talking about social distancing and work from home. E-library, virtual classroom and laboratories, online assessment and tutorial, YouTube links and classes on Google meet and Microsoft meet etc are in use. Information communication technology encourages meaningful interaction on subject matter and connects people to face challenge support and respond to each other through multiple e- resources.

Technology has made the process of assessing learning content easy. Therefore the present teachers have to develop technology savvy technical skills to face the challenges of the present era. Teachers have to give instructions to the students with the help of audio lectures, video lectures and online classes or online test, feedback with the help of

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Google form or other online software. Information Bureau (2020) in his report indicated some of the best practices adopted by the centre and states and also identifies challenges and gap areas which will be continued to be addressed and newer innovative e-learning solutions are developed so that no learner is left behind.

The information communication technology offers the possibilities of a significant improvement in the education process. Online education system ensures a personalized learning of individual regardless their age, gender, locality and educational background. In the present study we have observed that teacher trainees are keen to adopt new technologies. They agreed to accept the online platform of learning positively. They responded that online classes are very helpful in learning. They learnt the use of many new tools like Ms. Word, PPT, Videos, YouTube channel, documentary etc. They got awareness about many online E-recourses. They also are willing to adopt online platform of teaching in future. On the other side, teacher trainees gave some negative reflections also. They said it is very difficult to sit before screen for long hours. It even effected their social life and physical health. The lack of sharing with their teachers and peer group made them confused and doubtful. Each thing has some positive and negative aspects. However, we have to understand the importance of online classes and understand the obstacles that come in the way of online learning. It is true that ICT is an effective tool in pedagogical reforms in present context of quality education for all that is not possible without the use of technology.

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