ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS ONLINE PLATFORMS FOR TEACHING AND LEARNING PROCESS

Piyali Bag [1] & Dr. Priya Mitra [2]

RESEARCH ARTICLE

Author Details:

[1] Research Scholar, Department of Education, JIS University, Kolkata, West Bengal, India;

[2] Assistant Professor, Department of Education, JIS University, West Bengal, India

Corresponding Author:

Piyali Bag

Abstract

The integration of technology in education has necessitated a shift in pedagogical approaches, with online platforms emerging as pivotal tools. The purpose of present study was to investigate the attitude level towards online platforms for Teaching-Learning process. Through a structured questionnaire developed by researcher, data was collected by administered to a sample of prospective teachers. Collected data were analysed by mean and t-test through SPSS (version 26). The findings of this study disclosed that the attitude of Prospective teachers towards online platforms for teaching as well as for learning purpose was Neutral. There was significant difference in attitude towards online platforms for teaching process as well as for learning process between male and female.

Keywords: *Prospective teachers, Online platforms, Teaching and learning, Attitude, Technology*

Introduction

Now a days, in this progressive world everything changes rapidly, even our education system also. We preferred to implement online mode of education over physical mode. Online platforms have emerged as potent tools for delivering instruction, facilitating interaction, and enhancing learning experiences. Also, Teaching through online platforms helps to earn and enhance skills. Anyone-anywhere- anytime can assess online platforms for learning purpose.

Attitude

Attitude is a psychological idea that refers to how we mentally and emotionally feel about something or someone. It's like a learned tendency to react a certain way to people, objects, or situations. This concept is different from beliefs, which are more about what we think or perceive. An attitude is shaped by our past experiences with something and can be expressed in various ways, even if we can't always see it happening (Adewole-Odeshi, 2014). When we respond to something, our reactions can be grouped into three main types: how we feel (affective), how we act (behavioral), and what we think (cognitive). These different aspects influence our intentions to act, which is what drives our behavior in the moment.

Types of Attitudes

- Implicit and explicit attitudes − Both implicit and explicit attitudes are related to how a person's internal motivation and environmental influences affect their behavior and attitudinal changes.

- The conscious and subconscious attitudes − Two attitudes – one conscious and the other unconscious – often coexisting at once is fairly common. Neurosis is a prime example of this dualism, where the contents of consciousness are different from those of the unconscious.

- Extraversion and introversion attitudes − Others are quieter, while certain people are extroverted. These aspects of personal diversity influence how individuals feel about a particular thing, event, scenario, or phenomena.

- Individual and social attitudes − This is all about the social norms that dictate what's considered acceptable behavior in different situations. What might be seen as perfectly fine in one culture could be totally inappropriate in another (Kisanga & Ireson, 2016).

Components of Attitudes

a) Cognitive refers to our thoughts, beliefs, and ideas about a particular subject. When we have an attitude toward someone, this cognitive aspect often shows up as a stereotype.

b) Affective relates to the feelings or emotions that something brings out in us, such as fear, sympathy, or hate.

c) Conative, or behavioural, describes our tendency to act in certain ways in response to something.

Theories of Attitude

- **Dissonance Theory**
Festinger's cognitive dissonance theory suggests that we have a natural desire to keep our thoughts and actions in sync. When our beliefs or behaviors don't match up, it creates a sense of discomfort, or dissonance, that we feel compelled to resolve. To ease this tension, we can take one of three approaches: change our existing beliefs, adopt new ones, or downplay the importance of our beliefs.

- **Theory of Individual Differences**
An area of psychology study that looks at personality, strange behavior, and intelligence. We distinguish ourselves by the things we agree on but also by the things we disagree on. It is believed that genetic background influences individual differences. Alternatively, our personality, aberrant behavior, and IQ are somewhat determined by our biology. The more perceptive person might realize that these regions' similarities have a biological foundation. The basis of personality is temperament, which is influenced by our genetic heritage. Along with any inherited biological propensity for the emergence of deviant behavior, intelligence is also a factor.

- **Persuasive Theory**
Persuasion can be used to either create or modify attitudes. To persuade others effectively, you first need to grab their attention, then communicate clearly, and finally, make sure they really get our message the way we intend. To accomplish these goals, persuaders must also consider the cognitive, emotional, and behavioural aspects of their techniques. Additionally, persuaders need to be aware of how the goals, intentions, and interests of the message recipient relate to the message they are delivering. According to study, a similar message will have more of an impact if it is delivered by a more persuasive communicator.

- **Attribution Theory**
Attribution theory looks at how we explain our actions and those of others. When we say someone's, behavior is due to their personal traits, we call that 'dispositional attribution'. On the other hand, when we think about how external factors or the situation influenced someone's behavior, that's known as situational attribution. There's also something called defensive attribution, where people tend to blame outside factors for their failures but credit their own efforts for their successes. Interestingly, people often focus more on personal reasons for why others act the way they do, while they might overlook the personal reasons behind their own actions (Kumar & Singh, 2021). This is known as the fundamental attribution error, and it tends to happen more in cultures that value the group over the individual. When we talk about stable attributes, we're referring to consistent traits, while unstable attributes point to behaviors that can change or vary from time to time.

- **Conformity Theory**
Conformity is one of the most common forms of social influence we see around us. It basically means going along with what others think or do. How much someone conforms can depend on a few factors, like how big the group is, whether everyone agrees, how close-knit the group is, their status, and past experiences. While many people in American culture view conformity negatively, it's actually a normal part of life and can be essential for a community to thrive. There are two key reasons why people tend to conform. First, there's the need to fit in and gain approval from others, which helps us avoid social pressure. Then, there's the desire to learn from those around us, which can sometimes lead to going against the grain.

- **Learning Theory**
Learning theory suggests that our experiences can shape and change our attitudes. For instance, people often learn by observing others, through classical conditioning, or by experiencing the consequences of their actions.

- **Classical conditioning**
You can develop the emotional side of attitudes through classical conditioning. For example, imagine a stylish model wearing a cozy sweater featured on a billboard for a clothing brand. This pairing can create a positive emotional response in viewers. As a result, people might start to feel good about the sweater and the brand itself.

- **Operant conditioning**
They say that when someone shares a certain attitude and gets a positive reaction from others, that attitude tends to get stronger. On the flip side, if she faces criticism, her attitude is likely to take a hit.

- **Observational learning**
People often pick up certain attitudes by watching others, and when they do, they might get compliments for showing those same attitudes.

Online Platforms for Teaching

An online platform for teaching is a digital space that allows educators to create, deliver, and manage educational content remotely. These platforms provide the tools and infrastructure needed for progress, and facilitate learning in a virtual environment. There are so many apps being developed for two-way communication, including on mobile devices. Information technology (Internet) can be used to update the teaching and learning process. Today, we are obsessed with information and

communication technology that requires lifelong learning (Murthy & Srishylam, 2016). With the rapid growth of communication technology, the way we approach teaching and learning is shifting away from the traditional classroom model to a more digital format. Online platforms now give educators the tools to create engaging courses that can include everything from video lectures and PowerPoint presentations to screencast videos, audio files, and documents. These free online teaching resources allow teachers to develop courses that meet the specific needs of their students. Instructors can decide whether to offer their courses for free or charge a fee. These platforms not only enable teachers to earn money but also provide a space to share their materials with others.

Benefits of Online Teaching Platforms
a) High-quality Live Sessions
b) Portable Access to Classes
c) Access to Technology and Resources
d) Variety of Teaching Opportunities
e) Wider Reach

Challenges of Online Platforms for Teaching
a) Technical difficulties
b) Limited interaction and engagement
c) Limited access to resources
d) Quality control
e) Lack of in-person support

Online Platforms for Learning

Online Learning Platforms provides these solutions have made learning enjoyable for students. With the growing popularity of these learning methods, it's clear that this is the future of education. Following are the reasons which result in online learning as the platforms for the students to discover and learn new things

- These platforms comprise a range of subjects online learning platforms make sure to include everything at a single destination.

- Students get to learn with creativity online learning platforms offer the new ways of learning for the students that involves them to apply their analytical and critical skills. When students need to prepare at the time of examinations, they need to revise the things time and again.

- Cost effective platforms the cost involved in terms of learning while going to school and college is pretty high as compared to what gets offered by these Online Education Platforms. So definitely, students get the benefit of reduced costs on these platforms.

- Offers fast modes of Learning. The content gets delivered in no time and it helps the students to save their precious time.

- It makes available the latest content to the students with the changing trends in the education field, the requirements and the skills from the students' point of view also keeps on changing. So, if you wish to be one among the modern learners, it is the time to avail the benefits of these online education platforms (Punia, Poonam & Sangwan, Anupma & Sangwan, Anurag,2022).

Prospective Teachers

Prospective teachers are people who are getting ready to become educators. Usually, they're enrolled in programs that focus on teacher training at universities or colleges. In these programs both theory and practical related to pedagogical knowledge exposure are given. Which enhances their skills and competencies needed to excel in the classroom.

Objectives

1. To investigate the attitude of Prospective teachers towards online platforms for Teaching process.
2. To investigate the attitude of Prospective teachers towards online platforms for Learning process.
3. To compare the attitude of prospective teachers towards online platforms for Teaching process between male and female.
4. To compare the attitude of prospective teachers towards online platforms for Learning process between male and female.

Hypotheses

Ho1: There is no significant difference in attitude of prospective teachers towards online platforms for Teaching process between male and female.
Ho2: There is no significant difference in attitude of prospective teachers towards online platforms for Learning process between male and female.

Research Methodology

Method - Quantitative research: Descriptive Survey method was adopted by the researcher.

Population and sample of the study - Survey method have been employed in the study. The population study consists of 274 Prospective Teachers (B.Ed. Students) of different Universities of West Bengal.

Sampling Technique - Random sampling Technique.

Tools used - Attitude measuring tools developed by the researcher was used.

Data collection - Data collected by the researcher in accordance with tool.

Data analysis (Statistics used)- Data analysis was done by using SPSS (version 26). Mean and Independent t- test were computed to find out the results relevant objectives of the study.

Findings

Following findings were drawn on the basis of analysis of data

Objective wise analysis of data and interpretation

To investigate the attitude of Prospective teachers towards online platforms for Teaching process.

Table 1 - Total Mean score of Teaching

Teaching	N	Mean	Interpretation
	274	3.3675	Neutral

N=274, 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

Interpretation

In this table-1, it shows the level of Attitude towards online platforms for teaching the overall weighted mean is 3.3675 with an interpretation of neutral.

To investigate the attitude of Prospective teachers towards online platforms for Learning process.

Table 2 - Total mean score of Learning

Learning	N	Mean	Interpretation
	274	3.2838	Neutral

N=274, 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree4.21-5 Strongly Agree

Interpretation

In this table- 2, it shows the level of Attitude towards online platforms for learning the overall weighted mean is 3.2838 with an interpretation of neutral.

The following hypothesis is related to objective 3

Ho1: There is no significant difference in attitude of prospective teachers towards online platforms for Teaching process between male and female

Table 3 - Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TEACHING	MALE	80	3.5981	.65702	.07346
	FEMALE	194	3.2725	.43457	.03120

Table 4 - Independent t - Test

		t-test for Equality of Means				Std. Error Difference	95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference		Lower	Upper
Teaching	Equal variances assumed	4.813	272	.000	.32567	.06767	.19245	.45890
	Equal variances not assumed	4.081	108.628	.000	.32567	.07981	.16749	.48386

Interpretation

From this table-4, t = 4.813 and p < 0.05. So, Ho1 is rejected which implies that there is significant difference in Attitude towards Online Platforms for Teaching process between Male and Female.

This hypothesis is related to objective 4

Ho 2: There is no significant difference in attitude of prospective teachers towards online platforms for Learning process between male and female.

Table 5 - Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
LEARNING	**MALE**	**80**	**3.4725**	**.54494**	**.06093**
	FEMALE	**194**	**3.2059**	**.43231**	**.03104**

Table 6 - Independent t - Test

		t-test for Equality of Means				Std. Error Difference	95% Confidence Interval of the Difference	
		t	df	Si. (2-tailed)	Mean Difference		Lower	Upper
Learning	**Equal variances assumed**	**4.288**	**272**	**0.000**	**.26657**	**.06216**	**.14420**	**.38895**
	Equal variances not assumed	**3.899**	**121.965**	**0.000**	**.26657**	**.06838**	**.13121**	**.40193**

Interpretation

From this table- 6, t = 4.288 and p < 0.05. So, Ho2 is rejected which implies that there is significant difference in Attitude towards Online Platforms for Learning process between Male and Female.

Conclusion

Online Platforms for teaching offer exciting opportunities as well as for learning process it expands the learning environment for diverse students. The results of present study divulge that the attitude to Prospective teachers towards online platforms for Teaching as well as for Learning process are Neutral. This indicates that while prospective teachers recognize the potential of online platforms, they do not exhibit strong positive or negative inclinations toward their use. Several factors may contribute to this neutrality, including a lack of extensive exposure, technical challenges, and concerns about the effectiveness of online teaching compared to traditional methods. Simultaneously, it was also found that there was significant difference in attitude towards online platforms for teaching process as well as for learning process between male and female. The research contributes to the ongoing discourse on the effective use of technology and provides insights on online platforms for teaching as well as learning experiences. The findings suggest the need for targeted interventions such as training programs, hands-on experience with digital tools, and pedagogical strategies that enhance engagement in virtual learning environments. Additionally, addressing infrastructural and accessibility issues can help shape a more favorable perception of online platforms. Future research can explore how specific variables – such as prior experience, institutional support, and technological proficiency – impact attitudes, providing deeper insights into optimizing online teaching and learning for prospective educators.

References

1. Adewole-Odeshi, E. (2014). Attitude of Students Towards E-learning in South-West Nigerian Universities: An Application of Technology Acceptance Model, Library Philosophy and Practice(e-journal). https://digitalcommons.unl.edu/libphilprac/1035/
2. Kisanga, D.H. and Ireson, G. (2016). Test of e-Learning Related Attitudes (TeLRA) scale: Development, reliability and validity study. International Journal of Education and Development using Information and Communication Technology,12(1), 20-36. https://files.eric.ed.gov/fulltext/EJ1099575.pdf
3. Kumar, Dr & Singh, Madhu. (2021). Prospective Teachers' Attitudes Towards ICT Awareness and E- Learning: A Review of Related Literature. International Journal of Research in Engineering and Technology. 8. 1045-1049. https://doi.org/10.7861/FHJ.2020-0071
4. Murthy, T. L. and Srishylam, P. (2016). Attitude towards e-education among the Teacher educators. *Review of ReseaRch, 7(6)* https://oldror.lbp.world/UploadedData/4709.pdf
5. Punia, Poonam & Sangwan, Anupma & Sangwan, Anurag. (2022). Determinants of Teacher's Attitude towards Online Teaching and Learning. *Journal of Curriculum and Teaching, 11*(8):134. DOI:10.5430/jct.v11n8p134