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A STUDY ON ATTITUDE TOWARDS E-TEACHING AMONG B.ED. TRAINEES

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ABSTRACT:

An attitude is a positive, negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing or event. A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. The need for the study is to know the attitude towards E-teaching among B.Ed. trainees. E-teaching should give effective teaching to enable

the students to acquire the necessary knowledge, skill and develop favorable attitude and interest towards their subject at any time. Therefore the present study is undertaken to find attitude towards E-teaching among B.Ed. trainees.

KEYWORDS: Attitude towards E-Teaching, B.Ed. Trainees.

ATTITUDE

According to Si P. Robbins - "Attitude is the manner, disposition, feeling and position with regard to a person or thing, tendency or orientation, especially in mind."

An attitude is a positive, negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing or event.

NATURE AND CHARACTERISTICS OF ATTITUDE

An attitude is a tendency to react positively or negatively in regard to an object. For example, a person who has a positive attitude towards the religion is likely to enjoy going to worship services, believe that the religious institutions foster morality and may, therefore, contribute financially also. An attitude is always directed toward some object, such as the temple, school, etc.

Attitude can be characterized by:

Valence: It refers to the magnitude or degree of favorableness or unfavorableness toward the object/event. If a person is relatively indifferent toward an object, then his attitude

has low valence.

Multiplicity: It refers to the number of elements constituting the attitude. For example, one student may show interest in studies, but another not only shows interest, but also works hard, is sincere, and serious.

Relation to Needs: Attitudes vary in relation to the needs they serve. For example, attitudes of an individual toward the pictures may serve only entertainment needs. On the other hand, attitudes of an employee toward tasks may serve strong needs for security, achievement, recognition, and satisfaction.

E-TEACHING

A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While

teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

NEED AND IMPORTANCE OF E-TEACHING

It is a big question for the schools on how to explain their subjects with visualization and imagination among the students. How and when moral values should be teaching the students? It is going to be a big question for schools when schools have been facing different types of behavioral problems among students. Sometimes we can say that it is the influence of modern time or it may be an effect of improper care by parents or it may be an effect of change in the society and changing the family environment.

REVIEW OF RELATED LITERATURE

Neelam Dhamija (2016) tried to evaluate undergraduate students' attitude towards the academic utilization of Elearning. An attitude scale was developed and the study was carried out on 300 students belonging to arts, commerce and science streams. Differences in attitude between different stream students were observed. The findings revealed that overall it was an affirmative approach towards E-learning among most of the students. There were no differences in attitude between arts and commerce students as well as arts and science students. Also, no differences were reported between commerce and science students. Though, a significant difference was reported among students with respect to gender and rural and urban residence.

Naila et al. (2016) conducted a study on nursing students to learn their attitude towards E-learning. In this quantitative and cross-sectional study, 120 nursing students participated. A questionnaire was distributed to all students to measure their attitudes towards E-learning. The result confirmed the readiness of students to adopt E-learning and recognized its use in education. Though, technical support and stress of using technology were noted to be discouraging factors to adopt E-learning.

Ozcan et al. (2016) examined the effect of an individual's creativeness level on change in approach towards the E-learning of prior-service teachers. To determine the level of creativeness, a scale was used from prior studies whose result puts an individual into one of the profiles from Innovators, Early Adopters, Early Majority and Laggards. The attitude of these teachers was measured using another scale and it was found that there is substantial variance in their attitude towards online learning in regards to the individual's level in creativeness.

NEED AND SIGNIFICANCE OF THE STUDY

The need for the study is to know the attitude towards E-teaching among B.Ed. trainees. E-teaching should give effective teaching to enable the students to acquire the necessary knowledge, skill and develop favorable attitude and interest towards their subject at any time. Therefore the present study is undertaken to find attitude towards E-teaching among B.Ed. trainees. The paradigm shift in the field of education triggered by the grey revolution is matched by real-life teaching-learning situations. The whole game of education becomes learner-centric and learning-centric. The Attitude on E-learning in classroom instruction is an important factor among B.Ed. students in order to implement the usage of it productively. Therefore the present study attempts to access the level of "Attitude towards E-teaching among B.Ed. trainees".

OBJECTIVES OF THE STUDY

- To find out the attitude towards E-teaching among B.Ed. trainees.
- To find out the attitude towards E-teaching among B.Ed. trainees with respect to gender, locality.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female B.Ed. trainees in their attitude towards E-teaching.
2. There is no significant difference between rural and urban B.Ed. trainees in their attitude towards E-teaching.

METHODOLOGY

The normative survey method was used in the study. For this study, the investigator selected 300 B.Ed. trainees in Coimbatore district. The sample random sampling method was used for selecting these samples.

Data Analysis and Interpretation

Table 1: Mean, SD, and t-value of Attitude towards E-Teaching among B.Ed. Trainees based on Gender

Variable	N	Mean	S.D	df	t-value	p-value	Result
Male	122	22.69	4.11	298	0.982	0.3269	Not Significant
Female	178	22.21	4.12				

From Table-1, the calculated t-value (0.982) is less than the table value (1.96) at 5% level of significance. Hence, the hypothesis-1 is accepted. This result shows that the attitude towards E-teaching is not affected by gender.

Table 2: Mean, SD, and t-value of Attitude towards E-Teaching among B.Ed. Trainees based on Locality

Variable	N	Mean	S.D	df	t-value	p-value	Result
Rural	200	22.54	4.11	298	0.763	0.4459	Not Significant
Urban	100	22.15	4.14				

Table-2 depicts that the calculated t-value (0.763) is less than the table value (1.96) at 5% level of significance. Hence, the hypothesis-2 is accepted. This result shows that the attitude towards E-teaching is not affected by locality.

CONCLUSION

The present study concluded that there is no significant difference in the attitude towards E-teaching among B.Ed. trainees with regard to their gender and locality.

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