ATTITUDE TOWARDS E-LEARNING OF B.Ed. TEACHER TRAINEES

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ABSTRACT

The present study was aimed to find out the attitude towards e-learning of B.Ed. teacher trainees. The sample consisted of 548 B.Ed. students from Pondicherry region. Attitude towards E-learning Scale by Rajeshkumar (2009) was used for data collection. Data was analysed by t-test and F-test. Results found that there is significant difference in attitude towards e-learning of B.Ed. teacher trainees in respect of gender, optional subject and e-mail id. Findings also indicated that there is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with regard to age, type of institution, knowledge in computer, computer access, internet access and e-learning facilities in the institution.

KEYWORDS: *E-learning, B.Ed. Teacher Trainees.*

INTRODUCTION :

E-learning refers to the application of using electronic assets in teaching-learning process which includes web-based learning, computer based learning, virtual classroom and digital collaboration. Now-a-days, due to growth of internet technology, e-learning plays a significant role as a learning approach of higher educational institutions. It is the use of ICT i.e. internet, computer, mobile phone, learning management system (LMS), television, radio, CD-ROM, teleconferencing and other to develop teaching and learning approach. The main objective of introducing e-learning as a learning approach in higher education aim is to increase accessibility of education and also help to reduce the cost and time as well as improving student's academic achievement. Although an e-learning revolution has been gaining momentum in education institutions world-wide, the success of e-learning is influenced by a variety of factors including users' attitudes towards e-learning as well as their satisfaction with technology during teaching-learning experience.

OBJECTIVES OF THE STUDY

- To find out the significant difference in attitude towards e-learning of B.Ed. teacher trainees in terms of gender, age, optional subject, type of institution, e-mail id, knowledge in computer, computer access, internet access and e-learning facilities in the institution.

HYPOTHESES

1. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to gender.
2. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to age.
3. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to optional subject.

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4. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to type of institution.
5. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to e-mail id.
6. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to knowledge in computer.
7. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to computer access.
8. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to internet access.
9. There is no significant difference in attitude towards e-learning of B.Ed. teacher trainees with respect to e-learning facilities in the institution.

METHOD AND SAMPLE

Normative survey method was used for the present study. A stratified random sample of 548 B.Ed. teacher trainees studying in colleges of education was chosen in Pondicherry region.

Tool

- Attitude Towards E-learning Scale by Rajeshkumar (2009).

Data Analysis

Table 1: Attitude towards E-learning of B.Ed. Teacher Trainees based on Gender

Gender	N	Mean	SD	t-value	Remark
Male	153	57.13	10.76	2.905	Significant
Female	395	54.31	9.99		

Table-1 shows that the calculated t-value 2.905 is higher than the table value of 1.96 at 0.05 level of significance. Therefore, the hypothesis-1 is rejected.

Table 2: Attitude towards E-learning of B.Ed. Teacher Trainees based on Age

Age	N	Mean	SD	t-value	Remark
Below 25	286	55.36	10.19	0.634	Not Significant
Above 26	262	54.80	10.39		

Table-2 reveals that the calculated t-value 0.735 is lower than the table value of 1.96 at 0.05 level of significance. Therefore, the hypothesis-2 is accepted.

Table 3: Attitude towards E-learning of B.Ed. Teacher Trainees based on Optional Subject

Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	15420.831	3084.166	5	39.385	Significant
Within Groups	42442.649	78.307	542		
Total	57863.480		547		

Table-3 depicts that the calculated F-value 39.385 is higher than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-3 is rejected.

Table 4: Attitude towards E-learning of B.Ed. Teacher Trainees based on Type of Institution

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Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	819.086	409.543	2		
Within Groups	57044.394	104.669	545	3.913	Not Significant
Total	57863.480		547		

From Table-4, the calculated F-value 3.913 is lower than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-4 is accepted.

Table 5: Attitude towards E-learning of B.Ed. Teacher Trainees based on Email ID

Email ID	N	Mean	SD	t-value	Remark
Yes	260	58.97	10.84		
No	288	51.60	8.34	8.962	Significant

Table-5 shows that the calculated t-value 8.962 is higher than the table value of 1.96 at 0.05 level of significance. Therefore, the hypothesis-5 is rejected.

Table 6: Attitude towards E-learning of B.Ed. Teacher Trainees based on Knowledge in Computer

Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	1078.124	359.375	3		
Within Groups	56785.356	104.385	544	3.443	Not Significant
Total	57863.480		547		

Table-6 reveals that the calculated F-value 3.445 is lower than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-6 is accepted.

Table 7: Attitude towards E-learning of B.Ed. Teacher Trainees based on Computer Access

Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	1008.806	336.269	3		
Within Groups	56854.674	104.512	544	3.218	Not Significant
Total	57863.480		547		

Table-7 depicts that the calculated F-value 3.218 is lower than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-7 is accepted.

Table 8: Attitude towards E-learning of B.Ed. Teacher Trainees based on Internet Access

Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	336.034	112.011	3		
Within Groups	57527.446	105.749	544	1.059	Not Significant
Total	57863.480		547		

From Table-8, the calculated F-value 1.059 is lower than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-8 is accepted.

Table 9: Attitude towards E-learning of B.Ed. Teacher Trainees based on E-learning Facilities in the Institution

Source of Variance	Sum of Squares	Mean Square	df	F	Remark
Between Groups	1608.439	268.073	6		
Within Groups	56255.041	103.983	541	2.578	Not Significant
Total	57863.480		547		

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From Table-9, the calculated F-value 2.578 is lower than the table value of 4.36 at 0.05 level of significance. Therefore, the hypothesis-9 is accepted.

CONCLUSION

E-learning has become the latest fashion of the modern world. E-learning provides better opportunity for both teacher and students in teaching learning process. E-learning is essentially imparting education through computer and network enabled digital technologies which include among other things, internet, intranet, computer, satellite TV, CD-ROM, audio and video sources. E-learning as a new education concept by using ICTs, it enhances and supports learning in delivering digital content and providing a learner-orient environment for the teachers and students. This learning could range from teachers and students using e-mail for communication to entirely online courses. E-learning is used synonymously with virtual learning, on line learning; computer-based learning, web based learning, and networked learning. E-learning really plays a significant role in the educational development of any nation. Thus, it is a changing trend in the field of education. The proper understanding of the concept of e-learning could throw light to learn the attitude of the teacher trainees towards the use of the ICT in education.

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