

Attitude towards e-Learning in Classroom Instruction among the B.Ed. Students at Colleges of Education

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INTRODUCTION

The modern Information and Communication technologies are technological tools and resources used to communicate, and to create, disseminate, store and manage information. ICT enables self-paced learning to help all students to achieve high academic standards.

Hence the investigator sorted out the utilization of e-learning which is one of the resources of ICT's in Classroom Instruction which has become more result-oriented in improving the teaching learning process. Since the quality and efficiency of education depends to a great extent on the quality of teachers. Only quality teachers opt for change or innovation in their teaching aspect through integrating technology in the Classroom Instruction to give the best to student-teachers. Besides the Technology is a powerful tool for problem-solving, conceptual development and critical thinking which helps to make the learning process much easier for the B.Ed. Students. Therefore the Educational Institutions is necessary to undertake innovative programmes for Teacher-Educators to update and upgrade their teaching competencies to facilitate the teaching process effectively.

REVIEW OF THE RELATED LITERATURE

The investigators have identified few studies related to present study. Vijayarani, K. (2005) conducted a study on "Attitude towards Educational Technology among B.Ed. students of Bharathidasan University" concluded that B.Ed. students have favorite attitude towards Educational Technology. Annie Marie Merlene (2008) emphasize that most of the teachers of today happen to belong to the 'Television-generation' and being 'Television-shaped learners', will have to learn new methods of ICT, to keep pace, and to be at par with the present day 'Internet-shaped, Neo-Millennial Learners'. Gopal, B. V. (2008) developed and validated e- content on Electromagnetic Wave Theory in Physics at Higher Secondary Level concluded that 'e-content makes the teaching learning process more effective' and 'e-content enhances the achievement of the students in the particular subject'. Littlejohn, et. al.

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(2008) revealed in his study that the widespread availability of digital learning resources in a variety of media formats offers the possibility to make a profound difference in education. From the above review of various studies it is concluded that most of the studies are stressing the significance and attitude towards ICT among the students.

NEED FOR THE STUDY

The paradigm shift in the field of education triggered by grey revolution is matched by real life teaching learning situations. The whole game of education becomes learner centric and learning centric. To be in the paradigm shift that the world of education witnessed any teacher of any level of education must adapt their relationship with learners, switching from soloist with learners, switching from soloist to accompanist and shifting the emphasis from dispensing information to helping learners seek organized and manage knowledge guiding them rather than moulding them. One of the main tasks of education in a modern society is to keep pace with the advancement of Technology in acquiring the related information from the reliable e-Resources. One has to change the mind set of people by educating them about the power of e-learning.

Online learning could help bridge the gap between distance education and formal education. The Attitude on e-Learning in Classroom Instruction is important factor among B.Ed. Students in order to implement the usage of it in a productive way. Therefore the present study attempts to assess the level of “Attitude on e-Learning in Classroom Instruction among the B.Ed. Students at the Colleges of Education”.

OBJECTIVES OF THE STUDY

The Major objective of the study is to find out the Attitude on e-Learning in Classroom Instruction among the B.Ed. Students at Colleges of Education.

The Specific objectives of the study are

- (i) To measure the level of Attitude on e-learning in Classroom Instruction
- (ii) To find out if there is any significant difference towards Attitude on e-learning in Classroom Instruction among the B.Ed. Students with respect to the Demographic variables such as Gender, Subject-wise and Parental Occupation.

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(iii) To find out the percentage scores of the different component of e-Learning such as Multimedia, WEB, Video Conferencing and CCTV towards the attitude on e-learning in Classroom Instruction among the B.Ed. Students at Colleges of Education.

HYPOTHESES OF THE STUDY

The hypotheses framed for the study are mentioned below.

i) The Mean Scores towards the level of Attitude on e-learning in Classroom Instruction among B.Ed. Students is high.

(ii) There is no Significant difference in Mean Scores towards the Attitude on e-Learning in Class-room Instruction among the B.Ed. Students with respect to the Gender.

iii) There is no Significant difference in Mean Scores towards the Attitude on e-Learning in Class-room Instruction among the B.Ed. Students with respect to the Subject-wise.

(iv) There is no Significant difference in Mean Scores towards the Attitude on e-Learning in Class-room Instruction among the B.Ed. Students with respect to Parental Occupation.

METHODOLOGY OF THE STUDY

This study belongs to the Survey Research Method

i) Selection and Size of the Sample

The investigators had selected 360 B.Ed. Students as sample by Random sampling technique from 2 Self-Aided colleges and 2 Government Colleges in Bharathidasan University Catchment Area.

ii) Tool Development

Investigators have developed the tool, 'Attitude on e-Learning in Classroom Instruction (AECI)' based on the four components such as Multimedia, Web, Video-Conferencing and Closed Circuit Television (CCTV). The Tool consists of fifty items in Four-point Rating Scale. The Correlation Co-efficient of the reliability of ATP was found to be 0.87, which is highly reliable. The tool was administered to the 360 B.Ed. students.

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iii) Data Analysis

The data collected through the questionnaire from the B.Ed. students were converted into a Master Table. Mean, Standard Deviation, Percentage and “t” test were used to analyze the data for the present study. The results were presented in the following tables.

TABLE 1

TOTAL MEAN SCORES OF THE ATTITUDE ON E-LEARNING IN CLASS-ROOM INSTRUCTION AMONG B.Ed. STUDENTS IN TOTAL

S. No.	Category		N	Mean	SD
1.	Total		360	53.03	9.78
2.	Gender	Male	88	51.33	9.93
3.		Female	272	52.06	8.67
4.	Subject-wise	Arts	176	48.90	11.43
5.		Science	184	53.76	6.52
6.	Parents Occupation	Private	215	52.11	9.13
7.		Government	145	51.75	9.78

On observing the above Table No.1, it is understood that Mean and SD of the total sample were 53.03 and 9.78. The obtained Mean value is 53.03 out of maximum value of 100. It shows the level of attitude on e-learning for classroom instruction among the B.Ed. student is found to be average. Hence the framed null hypothesis is not accepted.

‘t’ VALUES OF MEAN SCORES TOWARDS ATTITUDE ON E-LEARNING WITH RESPECT TO GENDER

S. No.	Gender	N	Mean	SD	t value
1.	Male	88	51.33	9.93	0.3569**
2.	Female	272	52.06	8.67	

****Not Significant at 0.01 level**

From the above Table 2, it is seen that the 't' value 0.3569 is not significant at 0.05 level. It is understood from the results that there is no significant difference among the B.Ed. Students at Colleges of Education with respect to their Gender. Male and Female B.Ed. Students are having similar level of attitude on e-learning for Classroom Instruction. Hence the framed null hypothesis is accepted.

TABLE 3

**'t' VALUES OF MEAN SCORES TOWARDS ATTITUDE ON E-LEARNING
WITH RESPECT TO SUBJECT-WISE**

S. No.	Subject-wise	N	Mean	SD	t value
1.	Arts	176	48.90	11.43	2.9823*
2.	Science	184	53.76	6.52	

***Significant at 0.01 level**

From the above Table 3, it is seen that the 't' value 2.9823 is significant at 0.05 level. It is understood from the results that there is a significant difference among the B.Ed. Students at colleges of education with respect to their Subject-wise. Science subjects B.Ed. Students are having more level of attitude on e-learning than the Arts subject Student-teachers. Hence the framed null hypothesis is not accepted.

TABLE 4

**'t' VALUES OF MEAN SCORES TOWARDS ATTITUDE ON E-LEARNING
WITH RESPECT TO PARENTAL QUALIFICATION**

S. No.	Parental Qualification	N	Mean	SD	t value
1.	Private	215	52.11	9.13	0.2356**
2.	Government	145	51.75	9.78	

****Not Significant at 0.01 level**

From the above Table 4, it is seen that the 't' value 0.2356 is not significant at 0.05 level. It is understood from the results that there is no significant difference among the B.Ed. Students of Colleges of Education with respect to their Parental qualification. Both Private and Government Parental qualification of the B.Ed. Students are having similar level of attitude on e-learning for Classroom Instruction. Hence the framed null hypothesis is accepted.

TABLE - 5

PERCENTAGE SCORES OF B.ED. STUDENTS TOWARDS ATTITUDE ON E-LEARNING IN CLASS-ROOM INSTRUCTION

S. No.	Components of e-learning	Percentage
1	Multimedia (MM)	32%
2	Web	44%
3	Video Conferencing (VC)	16%
4	Closed Circuit Television (CCTV)	8%

From the above Table 5, it is found that Web component having 44% is higher percentage on attitude towards e-learning over other all components related to the e-Learning features. From the results, it is inferred that the B.Ed. Students having more access over the Internet browsing abilities which is a good sign factor for their improvement of their teaching the students in schools. Next in the order, Multimedia packages having 32% implies the better prospects for the B.Ed. students to prepare their own teaching material when they become Teachers of the future generation. As Video Conferencing component having 16%, reveals the fact that the B.Ed. students are aware of this features and tends to utilize them in their Classroom Instruction. In the case of attitude on CCTV components having only 8% implies that the Management of the Institution has not provided these facilities for them in their classroom Instruction.

FINDINGS OF THE STUDY

The findings of the study are stated below.

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- i) It is found that the Total Mean value is 53.03 out of maximum value of 100 which is found to be average. This implies that the B.Ed. Students are having lesser attitude towards e-learning for the Classroom Instruction.
- ii) There was no significant difference between the mean scores of the attitude of B.Ed. students towards e-learning for classroom instruction with respect to Gender and Parental qualification.
- iii) There is a significant difference between the scores of the attitude of B.Ed. students towards e-learning for classroom instruction with respect to their discipline of the Subject-wise.
- iv) From the findings, the Web component is higher than the other components. It is inferred that the B.Ed. Students having more access over the Internet browsing abilities.
- v) It is found to be CCTV components is having thee lesser percentage of attitude among the B.Ed. students. This implies that the B.Ed. students are having less utilization of CCTV in their classroom instruction.

DISCUSSION AND CONCLUSION

From the above findings of this present study, it is seen that the Total Mean value towards the attitude on e-learning in classroom instruction is 53.03 out of maximum value of 100 which is found to be average among the B.Ed. Students at colleges of Education. This result is contradictory to the findings of the studies conducted by Vijayarani, K. (2005) and Gopal, B.V. (2008). There is a significant difference between the scores of the attitude of B.Ed. students towards e-learning for classroom instruction with respect to their discipline of the Subject-wise. Similar results were found from the study conducted by Rekha, N. (2007). It is concluded from the study that the B.Ed. students are to be strengthened to utilize the e-learning components in their classroom. Teacher-educators may be given in-service training on e-learning, so as they can able to use e-learning features in their teaching methods. Therefore the Teacher-educators can keep their students more

attentive and to make them to understand the concepts of their subject-matter easily which will enhance their learning process.

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