ORIGINAL RESEARCH PAPER

Education

# ATTITUDE TOWARDS E-LEARNING AMONG THE B.ED., TEACHER- TRAINEE IN PONDICHERRY REGION

**KEY WORDS:** E-Learning, Attitude, B.Ed., Teacher-Trainee

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**ABSTRACT**

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. e-learning can provide them with the required self-paced learning modules. Certain learning components built into an employee's learning program can facilitate just-in-time learning, enabling the application of training in the immediate work environment and increasing productivity. To enable the process of e-learning employs various technologies that could enable each of its functionality. Technologies of e-learning comprise mainly of course management systems like Learning management systems, and virtual learning systems, while the technology components include Email, discussion lists, use of online library catalogues, electronic references, web searches, online quizzes. Web pages, blogging, wikis, podcasting, videos, Virtual worlds, online games, social networking sites, and participatory (Web 2.0 systems) are becoming common in e-learning. For teacher and trainers, it offers a whole new world of exciting options to supplement classroom interaction with technology enabled content and to explore alternative options to extend the classroom. For learners, it signifies flexible and personalised learning options that are available to them at their convenience. The investigator selected 300 students using random sampling techniques from eight colleges. The findings show that the attitude towards e-learning of B.Ed., Teacher-Trainee in Pondicherry region is favourable.

## INTRODUCTION

An attitude is a judgment about other people, things, events, actions, and ideas that can be either positive or negative. There is disagreement about specific definitions, but it might be anything in your environment—concrete, abstract, or otherwise. Despite the fact that it is occasionally usual to characterize an attitude as affect toward an item, affect (i.e., discrete emotions or overall arousal) is typically regarded to be separate from attitude as a metric of favorability. The way we pay attention to attitude-relevant things, how we use categories to store information, and how we interpret, judge, and recall that information are all influenced by our attitude. Strong views that are freely accessible and built on complex information structures are more susceptible to these impacts. Thoughts may naturally direct attention and encoding, even if the Person is pursuing unrelated objectives.

E-Learning is the name given to computer enhanced learning. Computers play a big role not only in learning but education as such. The role of computer in supporting the cause of education varies greatly. Information technology is used both as medium and tool in education. E-learning is fast emerging as the preferred solution for delivery online and virtual learning, regardless of barriers like time and location. Over the years, e-learning has also evolved into a full fledged mode of delivering learning at the convenience of the learners.

### Review Of Related Literature

Venkatesan (2000) studied that there is no adequate Internet awareness among students teachers. The Internet plays a prominent role in communication of human life. So I is necessary to know about then in detail. Internet awareness opens a window into the world of communication technology. It will also open avenues of education, business and employment, either self or external agency based. Internet plays a vital role in the education. So, student-teachers must be aware of Internet for development andevaluation of teaching process.

SunderRajan, K.V. (2004) conducted a study on " e-Learning Goals and Tools: its implementations and Limitations in the Context of Digital Divide". This paper critically examines the potential of e-Learning in India in the background of its definition, goals and tools. The advent of e-Learning in India though a little late, has been prominent and holds out great potentials for the future inspite of the digital divide. This paper examines the various definition of e-learning in the literature reviewed and what a good e-learning content implies. The learning goals of e-learning include Electronic Performance Support, which can providefor upto three levels of support to a worker. Digital Collaborations, Knowledge Management and Training both synchronous and asynchronous area also its main goads. E-learning tools have been studies as consisting of four generations of technology. The limitations of e- learning tools have been studied as consisting of four generations of technology. The limitations of e-learning are seen from the perspective of blended learning solutions. Two tables of data on the Return, Over Investment on e-learning ventures are reviewed. The rise of a much greater thrust on e-learning by its leaners and its vendors, inn both the corporate and educational sectors of India, are seen for the near future.

### Need For The Study

The teaching-learning technology has progressed from classroom lectures to seminars to videodiscs and CD-ROMs to web based training and wireless communication through various learning objects includes CDs, electronic books, and electronic journals and audiovisual aids etc.

Technology continue to move forward. The development in computer technology has resulted in e-learning. E-learning is considered as more effective way of teaching to a large group of students, thereby providing consistency in educational quality. Now the opportunities made available through e-learning are both significant and numerous. Electronic media are unavoidable elements in the teaching and learning process. In traditional learning, students are passive listeners rather thanthe active participants, but in the case of e-learning, the students are expected to learn individually by relating their skills to the reflective and creative thinking. So the investigator has selected the topic "Attitude towards e-learning among B.Ed., Teacher-Trainee in Pondicherry region".

### Statement Of The Problem

A present study is entitled "Attitude towards e-learning among the B.Ed., Teacher-Trainee in Pondicherry region".

### Objectives Of The Study

1. To find out the B.Ed., Teacher-Trainee attitude towards e-learning

2. To find out whether there is any significant difference if any between the sub- groups in their attitudes towards e-learning among B.Ed., Teacher-Trainee regarding the following back ground variables.

1. Sex
2. Type of college
3. Locality of college
4. Course of degree

**Hypothesis Of The Study**

- There is no significant mean difference between the male and female B.Ed., Teacher-Trainee students in their attitude towards e-learning.
- There is no significant mean difference between the private and government colleges B.Ed., Teacher-Trainee in their attitude towards e-learning.
- There is no significant mean difference between the rural and urban colleges B.Ed., Teacher-Trainee in their attitude towards e-learning.
- There is no significant mean difference between the arts and science group B.Ed., Teacher-Trainee in their attitude towards e-learning.

**Description Of The Procedure**

The investigator selected 300 students using random sampling techniques from six colleges namely Vivekanadha College of Education and Nehru college of Education, Perunthalivar Kararajar College of Education, Vasavi College of Education, Cooperative College of Education, and Immaculate College of Education, Krishnasamy college of Education in the Pondicherry region. The sample consist of 194 female B.Ed., Teacher- Trainee students and 106 students. The sample include the various sub-groups regarding the background variables namely sex, course of degree, type of college , locality of college.

To study the attitude towards e-learning 'The ATELS scale constructed and standardized by Dr. M.S. Kumar and M. Anitha. (2012). The data obtained were analysed by employing the following statistical tools to arrive at meaningful conclusion,

i. Descriptive analysis
ii. Differential analysis

The score secured by the student is considered as the index of his /her level of attitude towards E-learning.

**Tools Used In The Study**

The tools used are,

1. Personal Data Sheet.
2. Attitude towards e-learning Scale by M.S. Kumar and M. Ananthi (2012)

**Hypothesis – I**

There is no significant mean difference between the male and female undergraduate students in their attitude towards e-learning.

| Background Variable | Sub Group | N | Mean | SD | MD | 't' value | Level of Sig. (0.05) |
|---|---|---|---|---|---|---|---|
| Sex | Male | 106 | 100.16 | 16.32 | 0.49 | 0.26 | N.S |
| | Female | 194 | 99.67 | 15.13 | | | |

N.S- Not Significant

The mean score 100.16 of attitude towards e-learning scores of male B.Ed., Teacher- Trainee is greater than the mean score 99.67 of their counterpart, by the mean difference 0.49 between the mean score is found to be not significant, as the calculated 't' value 0.26 is lesser than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence, the null hypothesis is accepted.

**Hypothesis – II**

There is no significant mean difference between the private and government undergraduate students in their attitude towards e-learning.

| Background variable | Sub group | N | Mean | SD | MD | 't' value | Level of Sig (0.05) |
|---|---|---|---|---|---|---|---|
| Type of institution | Government | 225 | 100.28 | 16.15 | 1.75 | 0.84 | N.S |
| | Private | 75 | 98.53 | 13.56 | | | |

N.S- Not Significant

The mean score 100.28 of attitude towards e-learning scores of government B.Ed., Teacher-Trainee students is greater than the mean score 98.53 of private college, but the mean difference 1.75 between the mean score is found to be not significant, as the calculated 't' value 0.84 is lesser than the table 't' 1.96 is lesser than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence, the null hypothesis is accepted.

**Hypothesis – III**

There is no significant mean difference between the rural and urban B.Ed., Teacher- Trainee in their attitude towards e-learning.

| Background Variable | Sub Group | N | Mean | SD | MD | 't' value | Level of Sig. |
|---|---|---|---|---|---|---|---|
| Locality of Institution | Rural | 126 | 101.07 | 13.72 | 2.12 | 1.17 | N.S |
| | Urban | 174 | 98.95 | 16.71 | | | |

N.S- Not Significant

The mean score 101.07 of attitude towards e-learning score of rural college of B.Ed., Teacher-Trainee is greater than the mean score 98.95 of urban college, but the mean difference 2.12 between the mean score is found to be not significant, as the calculated 't' value 1.17 is lesser than the table 't' value 1.96 for the degree of freedom 298 at 0.05 level of significance. Hence the null hypothesis is accepted.

**Hypothesis – IV**

There is no significant mean difference between the arts and science B.Ed., Teacher- Trainee in their attitude towards e-learning.

| Background Variable | Sub group | N | Mean | SD | MD | 't' Value | Level of sig |
|---|---|---|---|---|---|---|---|
| Type of Course | Arts | 178 | 97.64 | 14.51 | 5.43 | 3.01 | S |
| | Science | 122 | 103.07 | 16.47 | | | |

S-Significant

The mean score 97.64 of attitude towards e-learning score of B.Ed., Teacher-Trainee is less than the mean score 103.07 of science students, but the mean difference 5.43 between the mean score is found to be significant, as the calculated 't' value 3.01 is greater than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence the null hypothesis is rejected.

**CONCLUSION**

The attitude towards e-learning of B.Ed., Teacher-Trainee of Pondicherry region is favourable. This may be because of the availability and the use of e-learning facility in their institutions. Sex causes no significant effect on the attitude towards e-learning of B.Ed., Teacher-Trainee . The reason may be due to the large awareness of modern technology and internet usage of the B.Ed., Teacher-Trainee in educational system. Except 'Type of course' which has influence on attitude towards e-learning, the other institutional factors namely 'Type of Institution', 'Locality of Institution' have no influence on attitude towards e-learning.

**Recommendations**

- Training programs may be organised to improve

computer skills among the B.Ed., Teacher-Trainee .

- Steps may be taken to train the B.Ed., Teacher-Trainee in e-content development.
- Internet facilities may be provided in the rural areas and computer literacy program should be conducted in rural areas.
- The B.Ed., Teacher-Trainee may be encouraged to make use of the online resources at the institution for their academic development. Every B.Ed., Teacher-Trainee institution may have the facility of a full-fledged computer lab connected with internet.

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