



## Research Paper

# A study on B.Ed. trainee' s attitude towards e-learning

Pritilata Pegu Doley, Ph.D., Assistant Professor,  
Raha College, Education Department, Raha, Assam, India

**ABSTRACT:** The present study is a survey research where it aims to study the attitude of B.Ed. trainees towards e-learning in general and to study the attitude of male and female, urban and rural, married and unmarried trainees in particular. For this purpose, 100 samples were collected where 50 were male and 50 female and 50 urban and 50 from rural, 50 married and 50 unmarried. A standardized test was administered to collect data from the samples named as "Attitude towards e-learning scale" developed by Dimpal Rani. Collected data were organized and tabulated on the basis of scores and used Mean, Standard deviation and ' t ' test for analyzing collected data. In this study, it is found that the B.Ed. trainees have different levels of attitudes and there is no difference in attitudes of male and female and married and unmarried trainees of Pragyajyoti B.Ed. College. On the other hand it has been found that there is significance difference in the attitudes of urban and rural trainees of B.Ed. College.

**KEYWORDS:** Attitudes, B.Ed. trainees, e-learning

## I. INTRODUCTION

E-learning is a system based on formalized teaching with the help of an electronic resource. It is playing a very important role in the present educational scenario. E-learning has the capacity to change the whole education system. Computer and internet are the main components of e-learning. It is changing the educational scenario very rapidly. The term " e-learning" is a very vast term including various types of teaching learning methods. Both the traditional and distance education system are using e-learning successfully for knowledge sharing. It is the combination of technology and especially designed learning materials. It can connect the students globally. It provides flexibility to students to access the learning materials at any time and any places. E-learning has the ability to serve large numbers of students at low cost. It also distributes the quality material by virtual classes.

The concept of " attitude" has been frequently used in psychology. The term attitude refers person' s emotion, beliefs and behaviors towards particular objects, things, a particular person or particular event. Attitudes of a normal human being are formed on the basis of a day to day experience and it mainly depends upon the upbringing of human beings. It has a powerful influence over the behavior of a person. Psychologists have defined attitudes as a learned tendency of a human being which helps them to evaluate the things in a certain manner. It may include evaluation of general people, social issues, objects etc. Attitudes vary from person to person. It may be found as positive attitude, negative attitude and in certain times it may be neutral. For example: some people have positive attitude towards co-education of students, some may have negative attitude and some have mixed type of attitude. Again some people may have positive attitude towards the personality like Narendra Modi, Prime Minister of India, some may have negative attitude and some may have neutral type of attitude.

Sir Winston Churchill has said that, " Attitude is a little thing that makes a big difference" . There are three most important components of attitude. They are- cognitive, affective and behavioral components. Cognitive components refer to the beliefs, thoughts and attributes that we would have associate with an objects. It is the belief segment of an attitude. For example: " drinking wine is injurious to health" , etc. " walking is good for our health" . Affective components are the emotional or feeling segments. For example: someone might have the attitude that he or she should respects all the teachers as all teachers are given respects in our society and they may hate drinking wine because it is harmful to health. Behavioral components consist of a person' s tendencies to behave in a particular way towards an object. For example one person cannot wait to wish a teacher when he or she met his or her teachers in any situation etc.

## II. REVIEW OF RELATED LITERATURE

To study the attitude of B.Ed. trainees towards e-learning in general, and to study the difference in attitude of male and female, urban and rural, married and unmarried trainees, the researcher has reviewed literature related to attitude, e-learning and attitude of students towards e-learning on the basis of sex, locality and marital status. Some of the important studies have been given below:

**Elina and Erkki (2007)** conducted a study on identifying students attitudes on e-learning, the effects of students learning skills and institutional support at University of Joensuu, Finland. The results revealed that the amount of students training in e-learning is in correlations with their level of satisfaction towards the support by their institutions; in Universities where the amount and skills of students training was high, students attitude towards the support by their University were considerably more positive than in universities providing less training.

Literature suggests that gender represents critical part in realizing the variation in perceptions towards technology skills and attitudes on e-learning; numerous researches were conducted to explore impact of gender, year of study on student attitudes towards e-learning. Many studies confirmed that student' s male owns more positively attitudes towards e learning than female students (**Liaw & Huang, 2011**).

**Liaw and Huang (2011)** explored individual' s attitudes and behaviours in using e-learning with regard to gender difference, computer related experience, self-efficacy and motivation aspects. The results demonstrate males students have more positive e-learning attitudes than female students do. Computer related experience is a significant predictor on learner' s self-efficacy and motivation towards e-learning.

**Bhuvanewari and Padmanaban (2012)** examined the attitude towards e-learning of secondary students of Delhi and found that demographic variables play a significant role for e-learning.

**Suri and Sharma (2013)** clearly expressed that “ no gender variations about the attitudes towards e-learning” . These result fit with several new studies which exposed that the gap between male and female in this issue is narrowing (Bhattacharjee, 2008).

**Dhiman et al. (2014)**, mentioned that male and female students own a high attitude towards e-learning although female students have slightly higher attitude towards e-learning than their male counterpart. This finding is consistent with work of Mehra and Omnidan and Adewole-Odeshi who found that postgraduate students have high positive attitude towards e-learning.

**According to Sebnmen (2015)**, the mean score of female attitude toward e-learning is higher than those of the male are; difference between the mean scores not found to be statistically significant. Gender did not significantly affect student' s attitudes towards e- learning did not significantly affected by gender.

### **III. SIGNIFICANCE OF THE STUDY**

E-learning has become viable alternative to pursue an education in the present scenario. The present trends show that e-learning has gained huge popularity due to the ease of access. It is more relevant, self-paced and personalized content than the traditional learning system. Due to the advancement of technology, e-learning has been rooted to each and every phase of learners. It provides the opportunity to students to learn at their own comfort and requirement. It accommodates everyone' s needs and it helps in communicating with new concepts and ideas. It is cost-effective as compared to traditional forms of learning because learning through this mode happens quickly and easily. Due to the wide set of benefits it gives to students, e-learning has become quite popular and appreciated amongst students all over the world.

The present study aims at studying the attitude of B.Ed. trainees towards e-learning. In the present day career options are declining for those who haven' t furthered or broadened their education. In furthering or broadening education, students can acquire a broad range of skills that can qualify students for a wider range of career choice in different fields which offer more room for advancement. And e-learning definitely provides the opportunity to students for gaining wide range of knowledge in this present era of explosion of knowledge and population. E-learning is the best way to get updated with reduced costs, less impact on environment with maximum effectiveness. Now in this present era of 21<sup>st</sup> century, a simple Arts graduate can also be an Architect or designer or a video game developer at the same time with the availability of e-learning.

### **IV. OBJECTIVES OF THE STUDY**

1. To study the attitude of B.Ed. trainees towards e-learning.
2. To study the difference in attitude of B.Ed. trainees towards e-learning in regard to gender.
3. To study the difference in attitude of B.Ed. trainees towards e-learning in regard to locality.
4. To study the difference in attitude of B.Ed. trainees towards e-learning in regard to marital status.

### **V. HYPOTHESIS OF THE STUDY**

1. There is no significant difference in the attitude of B.Ed. trainees of male and female towards e-learning.
2. There is no significant difference in the attitude of B.Ed. trainees of urban and rural towards e-learning.

3. There is no significant difference in the attitude of B.Ed. trainees of married and unmarried towards e-learning.

## **VI. DELIMITATIONS OF THE STUDY**

The present study has been delimited only to the attitude of B.Ed. trainees towards e-learning.

## **VII. METHODOLOGY:**

For the present study, the investigators collected data from both the primary and secondary sources. For collecting secondary data, they reviewed books, journal articles, periodicals etc. For collecting primary data, a standardized test has been conducted.

### **7.1. Area of the study:**

The investigator has selected Pragyajyoti B.Ed. College, Pacharia, Assam, India, as the area for the present study. Pragyajyoti B.Ed. College, Pacharia, is an upcoming teacher' s training college affiliated to Gauhati University, Assam and recognized by National Council for Teachers Education (NCTE). Established in the year 2012-13, the college started the first academic session from 2015-16. The college is situated in the middle of the village Pacharia of Kamrup district on the Dadara-Pacharia-Damdama PWD road at a distance of about 23 kms from the heart of the Guwahati city, Assam. The college aspires to fulfill the much needed requirements for a quality teacher' s education institution in the area that was felt by the conscious educational community of the area since a long time. The college logo with the open book symbolizes the source of knowledge, inkpot with feather pen symbolizes the power of writing and two branch of green leaf signifies the peace and prosperity and the earthen lamp the symbol of holiness.

### **7.2. Population of the study:**

All the B.Ed. teacher trainees of Pragyajyoti B.Ed. College are the population of the present study.

### **7.3. Sample of the study:**

Researchers have selected 100 B.Ed. trainees for the present study.

**Table 1:** Distribution of sample on the basis of gender, locality and marital status

Distribution of sample			Total Number	Percentage (%)	
Gender wise	Male	Female	100	50	50
	50	50			
Locality wise	Urban	Rural	100	50	50
	50	50			
Marital status	Married	Unmarried	100	50	50
	50	50			

### **7.4 Tool used for data collection**

For the present study, a standardized tool named “ Attitude towards e-learning scale” developed by Dimpal Rani was used for collection of data. The scale can be applied on all the students who are above the age of 14 years to measure the attitude towards e-learning. The scale has four major areas, viz., 1. E-learning interest 2. Usefulness 3. Ease of e-learning and 4. E-learning confidence. The scale has total 65 items where 38 are positive and 27 in negative type. Each response category has different weightage such as – strongly agree has given a weightage of 5 scores, agree has given a weightage of 4, undecided has given 3 scores, disagree has 2 scores and strongly disagree scored as 1. These are the scores in case of positive statements and in case of negative statements the scoring is reversed. The minimum and maximum possible scores are 65 to 325.

### **7.5 Analysis of data**

For the analysis of collected data on the study of the attitude of B.Ed. trainees towards e-learning, the investigator has prepared a table on the basis of scores they scored. The level of attitude of trainees has been classified into three categories as positive, neutral and negative. Further, Mean, standard deviation and ‘ t ’ has been used to analyse the attitude of B.Ed. trainees towards e-learning in regard to gender, locality and marital status.

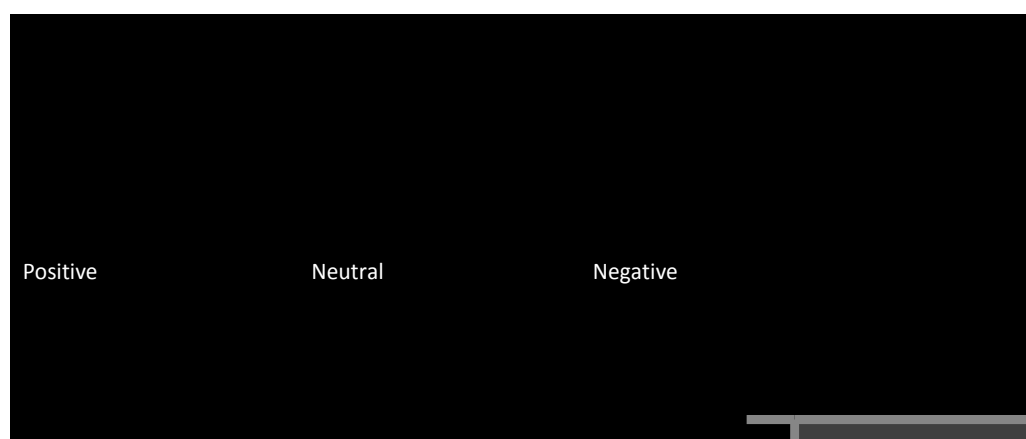
## **VIII. ANALYSIS AND INTERPRETATION**

**Objective -1: To study the attitude of B.Ed. trainees towards e-learning.**

**Table: 1**

Level of Attitude	Ranges of scores
239-325	Positive
152-238	Neutral
65-151	Negative

To study the overall attitude of B.Ed. trainees towards e-learning, a frequency distribution table on the basis of scores has been prepared. The respondent' s attitude scores were classified into positive, negative and neutral. The respondents who scores between 239-325 labeled as positive attitude, between 152-238 as neutral and between 65-151 is labeled as negative attitude.



The above presentation shows that B.Ed. trainees have different levels of attitudes towards e-learning. Data reveals that 58% students have positive attitude, 7% negative and 35% have neutral attitude towards e-learning.

**Objective -2: To study the difference in attitude of B.Ed. trainees towards e-learning in regard to gender**

**Hypothesis -1:** There is no significant difference between the attitude of male and female B.Ed. trainees towards e-learning.

To study the difference in attitude of B.Ed. trainees towards e-learning between male and female students of Pragyajyoti B.Ed. College, the investigator has calculated Mean, Standard deviation and ' t ' value of the scores they have achieved on the test they have been given.

**Table No: 2** Mean, SD and ' t ' value of male and female B.Ed. students attitude towards e-learning

Gender	Number	Mean	Standard deviation	' t ' value	Table value	Remarks
Male	50	229.1	28.6	0.83	1.98	
Female	50	224.3	29			

The above table reveals that the computed ' t ' value 0.83 is less than the criterion ' t ' value 1.98 at 0.05 level of significance for df.-98. As the computed ' t ' value 0.83 is not significant at 0.05 level, the hypothesis is accepted. From this it is understood that there is no significant difference in the attitude of B.Ed. students towards e-learning between male and female members. The table reveals that the attitude of B.Ed. students of male and female students have positive attitude towards e-learning as the mean scores of male and female students are 229.1 and 224.3 respectively.

**Objective-3: To study the difference in attitude of B.Ed. urban and rural trainees towards e-learning.**

**Hypothesis -2:** There is no significant difference between attitude of B.Ed. rural and urban trainees towards e-learning.

**Table No: 3** Mean, SD and ' t ' value of rural and urban trainee' s attitude towards e-learning

Area wise distribution	Numbers	Mean	Standard deviation	' t ' value	Table value	Remarks

Rural	50	212.9	27	3.2	1.98	
Urban	50	230.5	28			

The above table reveals that the computed ' t ' value 3.2 is greater than the criterion ' t ' value 1.98 at 0.05 level of significance for df.-98. As the computed ' t ' value 3.2 is highly significant at 0.05 level, the hypothesis is rejected. It is understood from the above table that there is significant difference in the attitudes of urban and rural B.Ed. trainees. The table reveals that the mean scores of urban B.Ed. trainees (230.5) are greater than the mean score of rural undergraduate students (212.9). Hence, it is interpreted that the urban B.Ed. trainees have more positive attitude towards e-learning than the rural trainees.

**Objective-3: To study the difference in attitude of B.Ed. trainees in regard to their marital status towards e-learning.**

**Hypothesis -3:** There is no significant difference between attitude of married and unmarried teacher trainees towards e-learning.

**Table No: 4** Mean, SD and ' t ' value of married and unmarried B.Ed. teacher trainee' s attitude towards e-learning

Distribution on marital status	Numbers	Mean	Standard deviation	' t ' value	Table value	Remarks
Married	50	220.1	28.5	0.037	1.98	
Unmarried	50	220.3	26			

The above table reveals that the computed ' t ' value 0.037 is very less than the criterion ' t ' value 1.98 at 0.05 level of significance for df.-98. As the computed ' t ' value 0.037 is not significant at 0.05 level, the hypothesis is accepted. From this it is understood that there is no significant difference in the attitude of married and unmarried B.Ed. students towards e-learning. The table reveals that the attitude of B.Ed. students of married and unmarried have positive attitude towards e-learning as the mean scores of married and unmarried trainees are 220.1 and 220.3 respectively.

**IX. RESULTS AND FINDINGS**

1. It has been found from the present study that B.Ed. trainees of Pragyajyoti B.Ed. College, Pacharia, have different levels of attitudes towards e-learning. Data reveals that 58% trainees have positive attitude, 7% negative and 35% have neutral attitude towards e-learning.
2. It has been found that there is no significant difference in the attitude of B.Ed. students towards e-learning between male and female members. The study reveals that the attitude of B.Ed. students of male and female students have positive attitude towards e-learning as the mean scores of male and female students are 229.1 and 224.3 respectively.
3. It is found from the study that there is significant difference in the attitudes of urban and rural B.Ed. trainees. It reveals that the mean scores of urban B.Ed. trainees (230.5) are greater than the mean score of rural undergraduate students (212.9). Hence, it is understood that the urban B.Ed. trainees have more positive attitude towards e-learning than the rural trainees.
4. It is found from the study that there is no significant difference in the attitude of married and unmarried B.Ed. trainees towards e-learning. It reveals that the attitude of B.Ed. students of married and unmarried have positive attitude towards e-learning as the mean scores of married and unmarried trainees are 220.1 and 220.3 respectively.

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