Attitude towards E-learning among B.Ed Students of Mizoram University

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Abstract

The present study was conducted to assess and compare the attitude towards e-learning among B.Ed (Bachelor of Education) students of Mizoram University. Census survey method was adopted in which 138 samples were collected. Attitude Towards E-learning Scale developed by Dimpal Rani was used for collecting data. The result revealed that B.Ed students of Mizoram University has average attitude towards e-learning and that there is no significant difference in their attitude with respect to their gender or educational qualification.

Keywords: Attitude, E-learning, B.Ed Students, Gender, Educational qualification

Introduction

Education may be defined as a systematic planned instruction that occurs in school. The term 'education' holds a very wide definition. Education is not confined within the four walls but goes beyond. In today's technological world, knowledge about technology and electronic devices are as important as textbook knowledge considering the contribution it has in teaching learning processes.

The core definition of education is provided as rising up, guiding out, or making evident a pupil's innate potentialities. Education is defined as any act or event that has a formative influence on an individual's personality. In general term, education is

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defined as the lifelong process of acquiring new knowledge and skills through both formal and informal exposure to information, ideas, and experiences.

One of the most important challenges of education in a modern culture is to keep up with technological advancements in getting relevant knowledge from trusted e-resources. The term e-learning refers to the use of electronic tools or devices that help and support instructional and learning practice in the education system (Thakkar & Joshi, 2017).

Rationale of the study

The current study will help in determining the attitudes of B.Ed (Bachelor of Education)students at Mizoram University to investigate the viewpoint on e-learning and to obtain reflective information regarding the value and contribution of e-learning in their studies. This study will help students' educational demands for e-learning, and students will also be able to apply the subject-based on their needs in other sectors. In addition to conventional education at educational institutions, the importance of e-learning-based education will steadily grow, and the pace of social progress will be assured by digital method teaching-learning. It will be a learning paradigm that uses digital technology to improve students' knowledge and abilities. E-learning will help students in their education processes in a very productive way.It will enable the usage of technology and electronic devices and provides access to useful resources. In order to understand and seek for further requirements to take relevant proceedings, it is important to assess the attitude towards e-learning and make comparisons based on gender and educational qualification.

Review of Related Literature

Gopal and Anandan (2013) conducted a study on "Attitude towards e-learning in Classroom Instruction among the B.Ed. Students at Colleges of Education". The study reveals that the Total Mean value is 53.03 out of maximum value of 100 which is found to be average. This result indicate that the B.Ed. Students are having lesser attitude towards e-learning for the Classroom Instruction. Also it was found that 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.

Behera, Sao and Mohamed (2016) conducted a study on "Attitude of B.Ed Student-Teachers towards E-Learning". From the study it was reveal that the calculated t-value was 0.38 which is less than the table value at both 0.01 and 0.05 level of significance. Hence, there is no significant difference between male and female B.Ed College Student-Teachers in respect of their attitude towards E-learning. It may be due to the fact that both male and female student-teachers gave equal importance to e-learning.

Doley (2020) conducted a study on "A study on B.Ed Trainee's attitude towards e-learning". The study reveals that B.Ed trainees have different levels of attitudes towards e-learning. The data reveals that 58% students have positive attitude, 7% negative and 35% have neutral attitude towards e-learning. The study also concluded that there is no significant difference in the attitude of B.Ed students towards e-learning between male and female members, which shows that the attitude of B.Ed students of male and female students have positive attitude towards e-learning.

Rajesh and Stanley (2022) in their study "Attitude towards E-Learning among the B. Ed, Teacher-Trainee in Pondicherry Region", resulted that the attitude towards e-learning of B.Ed teacher-trainee in Pondicherry region is favorable.

Kataria and Mishra (2019) conducted a study on "Analysis Of Teacher-Trainees Attitude Towards E-Learning". The study found that the mean attitude scores of male and female teacher-trainees in Punjab towards e-learning are 297.88 and 305.17, respectively. It shows that both male and female teacher-trainees in Punjab have a positive attitude towards e-learning, with male teacher-trainees having a more positive attitude than female teacher-trainees.

Objectives of the study

1. To assess the attitude towards e-learning among B.Ed students of Mizoram University.

2. To compare the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender.

3. To compare the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification.

Hypotheses

1. There is a significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender.

2. There is a significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification.

METHODOLOGY

In the present study, Descriptive Survey Method was adopted and Census Survey was employed for collecting data.

Population and sample

The population of the present study comprised of all B.Ed students of Mizoram University (MZU). The respondents were divided into two groups- one, based on gender i.e., male and female; and the other, based on educational qualification, i.e., between graduates and post graduates. The following table shows the profile of B.Ed students in MZU based on the two mentioned groups.

Table 1 : Profile of B.Ed students in Mizoram University

Groups		Number of prospective		Percentage
Gender	Male	57	138	41.3
	Female	81		58.7
Educational qualification	Graduate	40	138	28.99
	Post graduate	98		71.01

Tools used for data collection

Attitude Towards e-learning Scale, which was developed by Dimpal Rani was used for collecting data. It is a standardized tool to measure the Attitude Towards e-learning. The mentioned scale is categorized into four major areas: e-Learning interest, usefulness, ease of e-learning and e-learning confidence. The positive and negative type which total to 65 items have been distributed in these mentioned four areas. The scale is a five point scale. *Strongly Agree, agree, undecided, disagree and strongly disagree* are the five point of scaling, which comes with separate scoring for the positive and negative items.

Data was collected using Attitude Towards E-Learning Scale developed by Dimpal Rani, which is a standardized tool to assess e-learning attitudes. This scale has four categories: e-Learning interest, usefulness, ease of e-learning and e-learning confidence. A total of 65 items, consisting of positive and negative have been distributed in these mentioned four areas. It is a five point scale consisting of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, that comes with separate scoring for the positive and negative items.

Statistical technique used

The data collected has been analyzed using statistical techniques namely Mean, Standard deviation and t-test.

Data analysis and interpretation

The collected data were analyzed and interpreted according to the objectives of the study.

Objective No.1: To assess the attitude towards e-learning among B.Ed students of Mizoram University.

To assess the attitude towards e-learning among B.Ed students of Mizoram University, the whole sample of B.Ed students were grouped into different levels of e-learning accordingto the norms given in the manual of 'Attitude towards e-learning', prepared by Dimple Rani. Extremely high, High, Above average, Average, Below average, Low and Extremely low are the different levels of e-learning. Table No.2 reveals the distribution of B.Ed students on the basis of analysis of data.

Table 2: B.Ed students' level of attitude towards e-learning

Sl. No	Z-Scores	Frequency	Percentage	Level of attitude towards e-learning
1	+2.01 and above	2	1.45	Extremely High
2	+1.26 to +2.00	1	0.72	High
3	+0.51 to +1.25	9	6.52	Above Average
4	-0.50 to +0.50	58	42.03	Average
5	-1.25 to -0.51	45	32.61	Below Average
6	-2.00 to -1.26	20	14.49	Low
7	-2.00 and below	3	2.17	Extremely Low
	Total	138	100	

Table 2 reveals that majority of the B.Ed students of Mizoram University (42.03%) have average attitude towards e-learning, followed by those having below average attitude towards e-learning (32.61%). It can also be observed that very few of the B.Ed students haveextremely high (1.45%), high (0.72%), above average (6.52%) and extremely low attitude (2.17%) while 14.49% have low attitude towards e-learning.

Objective No.2: To compare the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender.

To compare the attitude towards e-learning among B.Ed students with respect to their gender, the respondents have been categorized as male and female. The hypothesis which stated that 'There is a significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender' was converted into a null hypothesis which states that, 'There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender'. To test this null hypothesis, a t-test was conducted and comparison was made

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between male and female B.Ed students in Mizoram University. The Mean and the Standard Deviation were also calculated and t-test was used to test the Mean difference, the detail of which has been shown in the following table.

Table 3:Comparison of e-learning attitude between male and female B.Ed students of Mizoram University

Gender	No. of Students	Mean	Standard Deviation	SED	t-value	df	Significance level
Male	57	225.22	60.65	8.35	1.007	136	Not Significant
Female	81	216.81	20.56				

Table 3 shows the comparison of the level of e-learning attitude between male and female B.Ed students in Mizoram University.

The calculated t-value was found to be 1.007with degrees of freedom 136, which is smaller than the critical value at the required level of significance.

Hence, the null hypothesis,'There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender'is accepted.

Objective No.3: To compare the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification.

In order to compare the attitude towards e-learning among B.Ed students with respect to their educational qualification, the respondents have been grouped into graduates and post-graduates. The hypothesis which stated that 'There is a significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification' was converted into a null hypothesis which states that, 'There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification'. For testing this null hypothesis, a t-test was conducted and comparison was made between graduate and post graduate B.Ed students in Mizoram University. The Mean and the Standard Deviation were calculated and t-test was used to test the Mean difference. This detail has been given in the following table.

Table 4:Comparison of e-learning attitude between graduate and post graduate B.Ed students of Mizoram University

Gender	No. of Students	Mean	Standard Deviation	SED	t-value	df	Significance level
Graduate	40	225.89	71.45	11.5	0.68	136	Not significant
Post graduate	98	218.01	21.34				

Table 4 shows the comparison of the level of e-learning attitude between graduate and post graduate B.Ed students of Mizoram University.

The calculated t-value has been found to be 0.68with degrees of freedom 136, which is smaller than the critical value at the required level of significance.

Hence, the null hypothesis,'There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification' is accepted.

Findings:

1. Majority of the B.Ed students of Mizoram University have average attitude towards e-learning.

2. There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their gender.

3. There is no significant difference in the attitude towards e-learning among B.Ed students of Mizoram University with respect to their educational qualification.

Educational Implication of the present study

Attitude plays a crucial role in achieving educational objectives. With a favorable attitude, it is much easier to achieve educational objectives and this could in fact be done in the most effective way. In contrast to this, unfavorable attitude towards any topic or subject implies to ineffective or even failure in achieving goals. A favourable attitude towards e-learning will encourage B.Ed students towards finding the appropriate e-learning tool for not only effective teaching, but including the preparatory courses of becoming a resourceful teacher. A teacher must grow with the growing technology and not lack behind as it greatly affects the potential and quality of student's lives as well as education itself.

The contents of B.Ed course has been designed in a way that it suffice all possible needs of preparing an individual to become an effective teacherto keep up with the progress, it is important that prospective teachers are acquainted with not just the knowledge, but with the expertise of e-learning. The findings in the present study have

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shown that more sensitization towards the need for knowledge on e-learning is required, so as to acquire more favorable attitude towards it. This, in turn will eventually lead to B.Ed students be better equipped for their future profession to meet the needs for being effective teachers.

Conclusion

In a world like today where technology plays a vital role, knowledge on Information and Communication Technology (ICT) is something education cannot go without, and thus is included in most courses of teacher education including B.Ed course. A teacher must be familiar with the different technologies and knowledge available for providing education to pupils and must try to always make progress. Thus, it is important that teachers have favourable attitude towards e-learning for providing the best for their students and education as a whole.

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