

# Attitude of B.Ed. Students towards Online Education

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**Abstract-** Online education is the blooming trend which is replacing the traditional chalk and talk classrooms. There is a tremendous growth in the technology and the role of technology has become irreplaceable in every field. The role of technology is gaining more attention in the present period of time. Every classroom is technology supported and the role of the teacher is half replaced by technology. There are a number of applications created and used by the teachers and the students in the present day. Students are being taught through online classes at the convenience of the teacher. Though there may be a number of devices incorporated into teaching and learning inside the classroom, and the traditional/physical classroom has shrunk to online classes, the attitude of students towards online class has to be taken care of. Attitude plays a very important role in the interest and participation of the students in any activity that is given. This study aims to find the attitude of B.Ed. students towards online education. The researcher has used a self-constructed and validated tool to find out the attitude of B.Ed. students towards online education. 100 student teachers were considered as the sample for the present study and relevant statistical procedures were carried out by the researcher to arrive at the results. Findings of the study stated that there is no significant difference in the attitude of B.Ed. students towards online education.

**Keywords –** Online Education, B.Ed. students, Attitude

## INTRODUCTION

Education is the core element that empowers any individual. It is the transmission of knowledge and skills and the development of character traits. It is a systematic process through which a child or an adult acquires knowledge, experience, skill and attitude. It makes an individual civilized, refined, cultural and educated. There are different forms of education in the present day and the online education is one among them. Online education has gained much attention because of its advantages that includes the convenience it creates and 24X7 access to the

materials provided by the teacher. Online education though may be available from a few decades ago has gained much importance during the COVID 19 pandemic. Students and teachers have become used to the system of online education after this. Lessons are presented to the students as modules which includes texts, pictures and graphics. Students find it easy to carry the digital materials provided by the teacher. These materials can be utilised by the students from anywhere and anytime. A number of learning resources are also available that support online education and helps the students to attain new heights. Online education is sure to make a new revolution in the system of education.

## REVIEW OF RELATED LITERATURE

Ariel M. Berico (2023) conducted a study on Students' Attitude towards Online Learning: Its Impact to Students' Problem-Solving Ability. This study assessed the relationship of attitude towards online learning on the problem-solving ability of 2nd year Bachelor of Elementary Education (BEED) students of Don Carlos Polytechnic College. It aimed to describe the level of students' attitude toward online learning; ascertain the problem-solving ability of the students; correlate students' problem-solving ability with the attitude toward online learning; and identify which component of attitude towards online learning best impacts and predicts students' problem-solving ability. A descriptive-correlational research design was used in this study. Mean, correlation and regression analyses were employed. Students were found to have positive attitude towards online learning; however, their problem-solving ability is still very poor. Moreover, there was a significant relationship on students' attitude towards online learning, specifically on ease-ness in using online learning, on students' problem-solving ability. Further, it was revealed that problem-solving ability is predicted by ease-ness in using online learning. Nevertheless, due

to the limited scope of this work, the authors felt that there is a need for more extensive research particularly in the effectiveness of online learning to arrive at conclusions that would be more valid, and applicable to a larger student population.

*Senka Borovac Zekan (2022)* conducted a study on students' attitudes towards online learning. The study aimed to describe students' attitudes towards online learning and the pros and cons. A total of 328 took part in the survey on the positive and negative components of online learning compared to traditional learning. The researchers draft the article as a resume of student's attitudes and a review of the focus groups and gathered data. The results showed that students lack familiarity with the online learning concept and are not used to such online activities. Considering that the Internet plays a significant role in students' everyday lives, online learning needs to be considered an educational tool combined with traditional learning.

*Pavankumar T Chavan (2022)* conducted a study on online learning in relation to attitude and academic achievement of secondary school students. The aim of the study is to study the availability of e-devices, availability of good internet connection, attitude and academic achievement of secondary school students with respect to locality. Data is collected using questionnaire and scales. The collected data have been analyzed and discussed in detail in the paper. The findings of the study conclude that there is difference in availability of e-devices and availability of good internet connection W.R.T. locality, there exist significant difference in attitude of secondary school students W.R.T. locality and there exist significant difference in academic achievement of secondary school students W.R.T. locality.

#### OBJECTIVES OF THE STUDY

*Table 1 showing the significant difference in the mean scores of attitude of B.Ed. students towards online education based on gender.*

Variable	N	Mean	SD	t Value	Significance
Male	38	45.71	7.044	0.233	Not Significant
Female	62	45.37	7.157		

From the above table it can be evident that the mean value of male students is 45.71 with standard deviation 7.044. The mean value of female students is 45.37 with standard deviation 7.157. The

The objectives of the present study can be listed as follows

1. To find out the attitude of B.Ed. students towards online education
2. To find out the significant difference in the attitude of B.Ed. students towards online education based on gender, locality and usage of technology gadgets.

#### Hypotheses of the Study

1. There is no significant difference in the attitude of B.Ed. students towards online education based on gender.
2. There is no significant difference in the attitude of B.Ed. students towards online education based on locality.
3. There is no significant difference in the attitude of B.Ed. students towards online education based on usage of technology gadgets.

#### METHODOLOGY

The present study was carried out using normative survey method. Survey method involves collection of data from the selected sample using questionnaire, inventory or any appropriate research tool. The research has constructed and validated a tool for finding out the attitude of B.Ed. students towards online education. The research tool consisted of 20 items in a three point rating scale. The sample selected of the present study was 100 B.Ed. students. Purposive sampling was used to collect the sample. The researcher has used the statistical techniques such as Mean, Standard deviation and 't' test to analyze the collected data.

#### DATA ANALYSIS AND INTERPRETATION

The collected data was properly arranged and the analysis was done using SPSS.

H<sub>01</sub> – There is no significant difference in the attitude of B.Ed. students towards online education based on gender.

calculated 't' value is 0.233 which is less than the table 't' value 1.96 at 0.05 level of significance. It is not significant. Hence, it can be stated that the null hypothesis "There is no significant difference in the

attitude of B.Ed. students towards online education based on gender” is accepted.

H<sub>02</sub> – There is no significant difference in the attitude of B.Ed. students towards online education based on stream.

*Table 2 showing the significant difference in the mean scores of attitude of B.Ed. students towards online education based on stream.*

Variable	N	Mean	SD	t Value	Significance
Arts	60	45.18	7.471	0.561	Not Significant
Science	40	45.98	6.514		

From the above table it can be evident that the mean value of male students is 45.18 with standard deviation 7.471. The mean value of female students is 45.98 with standard deviation 6.514. The calculated ‘t’ value is 0.561 which is less than the table ‘t’ value 1.96 at 0.05 level of significance. It is not significant. Hence, it can be stated that the null

hypothesis “There is no significant difference in the attitude of B.Ed. students towards online education based on stream” is accepted.

H<sub>03</sub> – There is no significant difference in the attitude of B.Ed. students towards online education based on usage of technology gadget.

*Table 3 showing the significant difference in the mean scores of attitude of B.Ed. students towards online education based on usage of technology gadget.*

Variable	N	Mean	SD	t Value	Significance
Rarely	37	46.27	7.651	0.805	Not Significant
Frequently	63	45.05	6.745		

From the above table it can be evident that the mean value of male students is 46.27 with standard deviation 7.651. The mean value of female students is 45.05 with standard deviation 6.745. The calculated ‘t’ value is 0.805 which is less than the table ‘t’ value 1.96 at 0.05 level of significance. It is not significant. Hence, it can be stated that the null hypothesis “There is no significant difference in the attitude of B.Ed. students towards online education based on usage of technology gadget” is accepted.

#### FINDINGS OF THE STUDY

The findings of the present study is stated as follows.

1. There is no significant difference in the attitude of B.Ed. students towards online education based on gender
2. There is no significant difference in the attitude of B.Ed. students towards online education based on stream
3. There is no significant difference in the attitude of B.Ed. students towards online education based on usage of technology gadget

#### CONCLUSION

Online education has proved to be a better way to impart education to the students. When compared to the traditional chalk and talk system of education, online education proves to be more interactive and less monotonous. The findings of the present study revealed that the B.Ed. students irrespective of their gender, stream and usage of technology gadgets seemed to have positive attitude towards online education. The test of significance also has stated that there is no significant difference in the attitude of B.Ed. students towards online education based on the selected biographic variables.

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