

## AWARENESS OF E-LEARNING AMONG THE B.ED. TRAINEES

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### ABSTRACT

*The e-learning applications and their processes include web-based learning, computer-based learning, virtual classrooms and digital collaboration. The investigator adopted the descriptive survey method and used a simple random technique for collecting data from 200 B.Ed. trainees studying at the self-financing college of education in Thanjavur district, Tamil Nadu have been taken as the population for the present study. Teaching methods, techniques, approaches and strategies determination shift from teacher-centred instruction to learner-centred instruction. Teachers' Dominance of teachers will be substituted by knowledge domination. In the present study, there is a significant difference in the mean scores of awareness of e-learning between the groups of B. Ed. trainees with regard to the residence of the B.Ed. trainees. Hence, the B.Ed. students now learn the information and communication technology resources and their applications in the pedagogy of the school subjects. The rural B.Ed. students to know and try to access the resources available on the internet.*

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**Keywords:** Awareness, e-Learning, B.Ed. Trainees.

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### Introduction

The emergence of IT and the Internet has presented a complex web of challenges and opportunities for education. The effective and successful integration of ICT into the teaching and learning process largely depends on vital constructs such as e-learning perception, e-learning training, e-learning accessibility, and adoption of e-learning. It was found that computer literacy skills and e-learning usage were low due to a lack of adequate training. ICT as a subject was introduced in the pre-tertiary educational curriculum less than a decade ago. On accessibility to both IT infrastructure and e-learning platforms, the major mode of Internet access was a mobile phone which has unstable and low bandwidth internet connectivity. Furthermore, most schools lacked fully furnished ICT laboratories for e-learning utilization by students. Also, knowledge of e-learning platforms and their usage were very limited. Finally, there was no significant relationship between online hours spent by both staff and students and e-learning usage.

### Awareness of e-Learning

E-learning can involve a greater variety of equipment than online training or education, for as the name implies, "online" involves using the Internet or an Intranet. CD-ROM and DVD can be used to provide learning materials. Distance education provided the base for e- development of learners. E-learning can be "on demand". It overcomes timing, attendance and travel difficulties. Education via the Internet, network, or standalone computer Network-enabled transfer of skills and knowledge e-learning refers to the use of electronic applications and processes to learn. E-learning applications and processes include web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or videotape, satellite TV, and CD-ROM.

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**Need and Significance of the Study**

The National Policy on Education has evidently acknowledged that Educational Technology will be employed in the spread of useful information. Information and communication technology a new rate is developing in the teaching-learning process. The Internet plays a dynamic role in the field of all levels of education. The teacher has half to guide and facilitate the development of learners. Education is regarded as a process of interaction and interpersonal communication. The teacher has to motivate the young learners and assist them in developing their quest for knowledge and awareness of e-learning. At present-day, all the colleges of education in the state will have information technology laboratories with at least ten computers per college/server facility as part of the consolidation of computer education. The present study has projected to bring out awareness of e-learning among the B. Ed. trainees as a need of the hour since the topic is at most relevant in the present educational scenario.

**Title of the Study**

The present study entitled "Awareness of E-Learning among the B. Ed. Trainees".

**Objectives of the Study**

- The following are the objectives of the study:
- To study the awareness of e-Learning among the B. Ed. trainees.
- To study the significant level between awareness of e-Learning and socio-economic variables among the B.Ed. trainees.

**Hypotheses of the Study**

- The hypotheses of the present study are formulated as follows,
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to gender.
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to the educational qualification of the trainees.
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to the residence of the trainees.
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to the type of family.

**Limitations of the Study**

The following are the important limitation. 1) The present study was restricted to B.Ed. trainees of Ariyalur District only. 2) The present study was restricted to self-finance colleges of education only. 3) The investigator has attempted to collect data from a representative and manageable sample of 200 B. Ed. trainees only. 4) e-Learning questionnaire was the only tool used in the study.

**Methodology**

The survey method is a method for collecting and analysing data, obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaires or other techniques. In this study, the investigator adopts the descriptive survey method.

**The Research Tool**

Awareness of e-Learning developed and standardization by Sattanathan (2019).

**The Sample**

In this study B.Ed. trainees studying at the self-finance college of education and other criteria but located in Ariyalur district, Tamil Nadu have been taken as the population for the study. Sampling is a method ensuring the representation of the population and avoiding the bias of sampling. The factor taken into consideration are the gender of the student, Age, Subject and locality of the college etc. A good sample must be representative of the entire population for this study, 200 samples have been collected using a random sampling technique.

**Statistical Techniques Used**

Statistical techniques serve the fundamental purpose of the description and inferential analysis using with SPSS package.

### Testing of Hypothesis

#### Hypothesis 1

There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to gender.

The hypothesis was tested using 't'-test,

**Table 1**

Variable		N	Mean	S.D	t - value	Level of Significance
Gender	Male	74	115.38	12.843	1.042	Not Significant
	Female	126	117.35	13.042		

The above table shows that the computed t-value of 1.042 is less than the critical value of 1.96 at 0.05 level, and hence it is not significant at any level. Consequently, the null hypothesis is to be accepted. Also, it is concluded that there is no significant difference between male and female awareness of e-learning among the B.Ed. trainees. It is inferred that there is no significant difference in the awareness of e-learning among the B. Ed. trainees with respect to their gender.

#### Hypothesis 2

There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to educational qualification.

The hypothesis was tested using 't'-test,

**Table 2**

Variable		N	Mean	S.D	t - value	Level of Significance
Educational Qualification	UG	143	117.11	13.980	0.976	Not Significant
	PG	57	115.39	10.008		

The above table shows that the computed 't' value 0.976 is less than the critical value 1.97 at 0.05 level and hence there is no significant difference between UG and PG Qualified B. Ed. trainees. Hence the stated null hypothesis "There is no significant difference between the awareness of e-learning among the B. Ed. trainees with respect to their educational qualification" is accepted. UG qualified the B. Ed. trainees' awareness of e-learning mean score is higher than the PG qualified of the B. Ed. trainees.

#### Hypothesis 3

There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to residence.

The hypothesis was tested using 't'-test,

**Table 3**

Variable		N	Mean	S.D	t - value	Level of Significance
Residence	Rural	95	118.80	13.655	2.270	Significant
	Urban	105	114.65	12.048		

The above table shows that the computed 't' value 2.270 is greater than the critical value 1.97 at 0.05 level and hence it is a significant difference between rural and urban residence B. Ed. trainees. Hence the stated null hypothesis "There is no significant difference between the awareness of e-learning among the B. Ed. trainees with respect to their residence" is rejected. Rural resident B. Ed. trainees' awareness of e-learning mean score is higher than the urban resident B. Ed. trainees.

#### Hypothesis 4

There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to the type of family.

The hypothesis was tested using 't'-test,

**Table 4**

Variable		N	Mean	S.D	t - value	Level of Significance
Type of Family	Nuclear family	142	117.75	12.745	1.905	Not Significant
	Joint family	58	113.86	13.217		

The above table shows that the computed 't' value 1.905 is less than the critical value 1.97 at 0.05 level and hence it is no significant difference between the nuclear family and joint family B. Ed. trainees. Hence the stated null hypothesis "There is no significant difference between the awareness of e-learning among the B. Ed. trainees with respect to their type of family" is accepted. The nuclear family B. Ed. trainees' awareness of e-learning mean score is higher than the joint family B. Ed. trainees.

#### **The Finding of the Study**

- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to gender.
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to educational qualification.
- There is a significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to residence.
- There is no significant difference in the mean scores of awareness of e-learning between the groups of B.Ed. trainees with regard to the type of family.

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