

# PERCEPTION OF E-LEARNING AMONG B.Ed TEACHER TRAINEES IN SIVAGANGAI DISTRICT

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Received: 2 January 2020

Revised: 25 February 2020

Accepted: 11 March 2020

**ABSTRACT:** The present research aims to study the perception of e-learning among B.Ed. teacher trainees. The sample of the study was selected by the Stratified Random Sampling method which included 200 (55 boys and 145 girls) from the Sivagangai district. The sample was selected by the Stratified Random sampling method. A tool used for the research was the perception of e-learning, by an investigator. Research finding reveals that 67.7% of them have moderate. Results also revealed that there is a significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning. There is a significant difference between art and science B.Ed. teacher trainees in their perception of e-learning for the group.

**KEYWORDS:** E-Learning, Perception and B.Ed., Teacher Trainees.

## 1. INTRODUCTION

E-Learning, eLearning, "e" learning however we write it, definitions abound. Some of the definitions are the convergence of the Internet and learning or Internet-enabled learning. The use of network technologies to create, foster, deliver and facilitate learning, anytime and anywhere.- The delivery of individualized, comprehensive, dynamic learning content in real-time, aiding the development of communities of knowledge, linking learners and practitioners with experts.-A phenomenon delivering accountability, accessibility, and opportunity to allow people and organizations to keep up with the rapid changes that define the Internet world.- A force that gives people and organizations the competitive edge to allow them to keep ahead of the rapidly changing global economy.

## REVIEW OF RELATED STUDIES

Alsunbul (2002) and Altbach (2002) contended that with the tremendous growth in Internet technology, it has been simple to incorporate Information Technology (IT) tools into higher education. In this context, e-Learning has evolved as an important mode of learning in higher education in India as well as globally. Anderson et al (2006) analyzed national e-Learning strategies and reported that two main drivers are leading to the adoption of e-Learning. They are the need to skill the population to meet the challenge of the information and knowledge society, and the need for flexible access to education to full fill the changing nature of society and the lifelong learning program.

C.Palanichamy (2018) and G.Sivakumar (2018) reported the concept of the smart virtual classroom has made it possible for students to tackle the features of the internet to create a meaningful and constructivist learning environment for school education. Information and communication technology (ICT) is playing a vital role in the teaching and learning process of smart virtual classrooms.

Zhang et al (2004) reported that the economy has become knowledge-based and this has therefore resulted in an increasing demand for new ways of delivering education. Since the traditional educational systems were unsuccessful to satisfy the crucial and changing learning needs of the learners, there was a shift to new forms. Therefore, the methodology experienced a

transition from a teacher-centered to a learner-centered approach. It was time for an e-Learning system.

### **DELIVERY METHODS USED IN E-LEARNING**

E-Learning is done over the WORLD WIDE WEB or by CD-ROM, and some variations (distance learning) incorporate traditional media. Here is common delivery methods used in e-Learning:

- I. **Print** - e-text, textbooks, e-zines
- II. **Video** - streaming video, videotape, satellite transmission cable
- III. **Audio** - streaming audio, audiotape
- IV. **Review and Exams** - electronic interactive paper.
- V. **Communication** - Asynchronous, email, threaded discussion, weblogs forums. - Synchronous, Chat, Videoconferencing, Teleconferencing

### **BENEFITS OF E-LEARNING**

#### **1. Information is consistent or customized**

Depending on the need everyone gets the same content, presented in the same way. Yet the programs can also be customized for different learning needs or different groups of people.

#### **2. Content is more timely and dependable**

Because it is web-enabled, e-Learning can be updated instantaneously, making the information more accurate and useful for a longer period. The ability to upgrade E-Learning content easily and quickly and then immediately distributing the new information to users is extremely time-efficient.

#### **3. Learning is 24/7**

Students can access e-Learning anywhere and at any time of the day. Its “just in time – any time” approach makes the learning process ubiquitous.

#### **d. Universality**

E-Learning is web-enabled and takes advantage of the universal Internet protocols and browsers. Concern over differences in platforms and operating systems is rapidly fading. Everyone on the Web can receive virtually the same material at virtually the same time.

#### **e. Scalability**

E-Learning solutions are highly scalable. Programs can move 10 participants to 100 or even more participants with little effort or incremental cost (as long as the infrastructure is in place).

#### **f. Builds communities**

The Web enables students to build enduring communities of practice where they can come together to share knowledge and insight. This can be a tremendous motivator for learning.

#### **g. e-Learning lowers costs**

Despite outward appearances, e-Learning is often the most cost-effective way to deliver instruction or information. It cuts travel expenses; it can also reduce teaching time, and significantly reduces the need for a classroom/teacher infrastructure.

#### **h. Distance learning**

E-Learning has also been used synonymously in dialogue concerning flexible distance learning. However, the recent surge to incorporate more computer technology into classrooms, at

all levels within Education Departments across India, has caused the notion of E-Learning to be re-discovered. The rapidly increasing awareness of E-Learning is continually raising its profile with the general as well as parental public and in turn, is creating

### **NEED FOR THE STUDY**

The rapid development of Information and Communication Technologies (ICT), especially the recent explosive growth of Internet capacities, offers tremendous educational opportunities. Even though we have seen attempting more and more opportunities for the benefit of the student community, one of the best approaches is e-Learning. In addition to that, the current trend of ICT in the field of education is e-Learning. E-Learning enhances individual learning and also updates information in the field of education. The future growth and development of e-Learning technologies are, perhaps, the most important of these trends in the realm of education. E-Learning is slowly being accepted as one of the criteria of a progressive, innovative, and leading higher educational institution. The Internet has created a new paradigm of learning which can allow teachers and students to teach and learn collaboratively via web-designed courses. While the quantitative impact of e-Learning, such as cost-effectiveness, can be easily measured, articulating the qualitative effectiveness of e-Learning is more challenging. While the bulk of the studies related to e-Learning focuses on the quantitative impact of e-Learning, the purpose of this research is to study the perception of faculties and students on e-Learning in colleges, specifically professional educational institutions. E-Learning has an important role in the enhancement and development of students' critical thinking.

The benefits of e-Learning for learners and faculty include a flexible schedule and instruction at convenient locations, institutions, or homes. It increases achievement and retention since there is immediate feedback to the learners about their progress and accomplishment of specified performance. This is an era where ICT generates numerous transformations to the classic way of learning. The most known results of these transformations concretize in two means of learning through ICT: e-Learning and computer-assisted learning. Just like the classical ones, these models assume the existence of an efficient learning process based on efficient cooperation and a communication activity well established.

### **STATEMENT OF THE PROBLEM**

The investigator has thought of the conduct of the present study and which is entitled **“PERCEPTION OF E-LEARNING AMONG B.ED TEACHER TRAINEES IN SIVAGANGAI DISTRICT”**.

### **OPERATIONAL DEFINITIONS**

The investigator has adopted the following definitions for the terms used in this title.

**Perception:** refers to the process of attaining awareness or understanding of sensory information Teaching Profession based on their experience, expectations, Competencies.

**E-learning:** refer to the online delivery of information, communication, and education as perceived by the students of the B.Ed. colleges.

**B.Ed. Teacher Trainees:** refers to the students studying in B.Ed., the course in College of Education at Sivagangai District affiliated with the Tamil Nadu Teachers Education University, Chennai.

### **OBJECTIVES OF THE STUDY**

1. To find the level of perception of e-learning among B.Ed. teacher trainees
2. To find out the significant difference between male and female B.Ed. teacher trainees in their perception of e-learning.

3. To find out the significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning.
4. To find out the significant difference between art and science B.Ed. teacher trainees in their perception of e-learning with respect to group

**HYPOTHESES OF THE STUDY**

1. The level of perception of e-learning among B.Ed. teacher trainees are satisfactory.
2. There is no significant difference between male and female B.Ed. teacher trainees in their perception of e-learning.
3. There is no significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning.
4. There is no significant difference between art and science B.Ed. teacher trainees in their perception of e-learning with respect to group.

**TOOL SELECTED FOR THE PRESENT STUDY:**

The investigator developed a “perception of e-learning among B.Ed. teacher trainees” consisting of 30 items. Each item of the tool focused to measure the different perceptions of e-learning in the sample. The responses were asked to put a tick mark against one of the three alternatives (Yes/No/ Some Times) that is most appropriate. There are positive items, for these positive items scoring are 2, 1, 0.

**POPULATION OF THE STUDY**

“A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or more restricted group” (John W.Best P.11). The population of the present study consists of B.Ed. Teacher Trainees in Sivagangai District.

**SAMPLE AND SAMPLING TECHNIQUE**

“A sample is a small portion and analysis by observing the characteristics of the population from which it is drawn” (John W. Best P.11). The investigator has used a simple random sampling technique. The investigators have randomly selected 200 Teacher Trainees from different colleges of Education in the Sivagangai District.

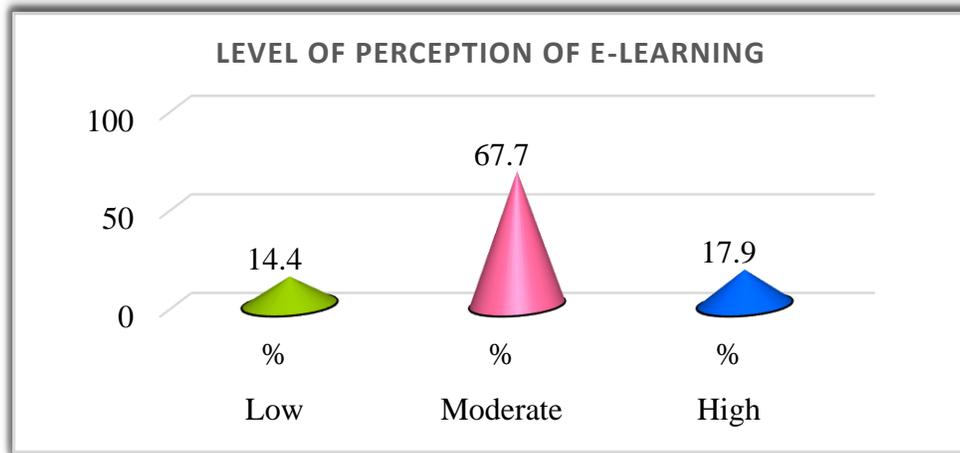
**Objective: 1**

**TABLE 1 LEVEL OF PERCEPTION OF E-LEARNING AMONG THE B.Ed. TEACHER TRAINEES**

Level	Low		Moderate		High	
	N	%	N	%	N	%
Perception of E-learning	29	14.4	136	67.7	36	17.9

It is inferred from the above table that 14.4% of the B.Ed. teacher trainees have low, 67.7% of them have moderate and 17.9% of them have a high level of perception of e-learning. Hence the hypothesis is rejected. Levels of perception of e-learning among B.Ed. teacher trainees are moderate.

**Fig.1**  
**LEVEL OF PERCEPTION OF E-LEARNING AMONG THE B.Ed. TEACHER TRAINEES**



**Hypothesis: 1**

There is no significant difference between male and female B.Ed. teacher trainees in their perception of e-learning.

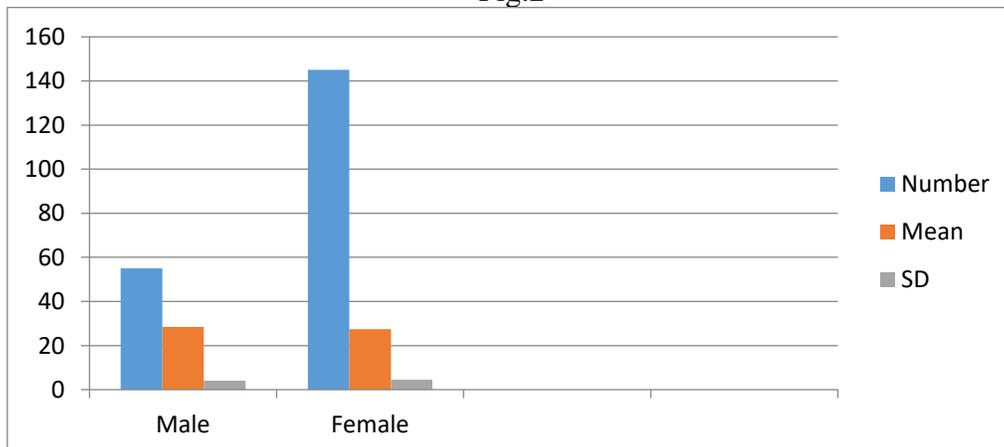
**TABLE 2**  
**DIFFERENCE BETWEEN MALE AND FEMALE B.Ed. TEACHER TRAINEES IN THEIR PERCEPTION OF E-LEARNING**

Gender	Number	Mean	SD	't' Value	df	Remarks
Male	55	28.42	4.040	1.435	198	Not Significant
Female	145	27.42	4.496			

(At 0.05 level of significance the table value of t is 1.98)

Table 2 shows that the mean value of male and female were 27.42 and 28.42 respectively with a standard deviation of 4.04 and 4.49. The calculated value (t=1.435) is lesser than the critical value of 1.98 at a 0.05 level of significance with df =198. Hence, the null hypothesis “There is no significant difference between B.Ed. teacher trainee’s male and female students in their perception of e-learning” is accepted.

**Fig.2**



**Hypothesis 2**

There is no significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning.

**TABLE 3**  
**DIFFERENCE BETWEEN THE RURAL AND URBAN B.Ed. TEACHER TRAINEES IN THEIR PERCEPTION OF E-LEARNING**

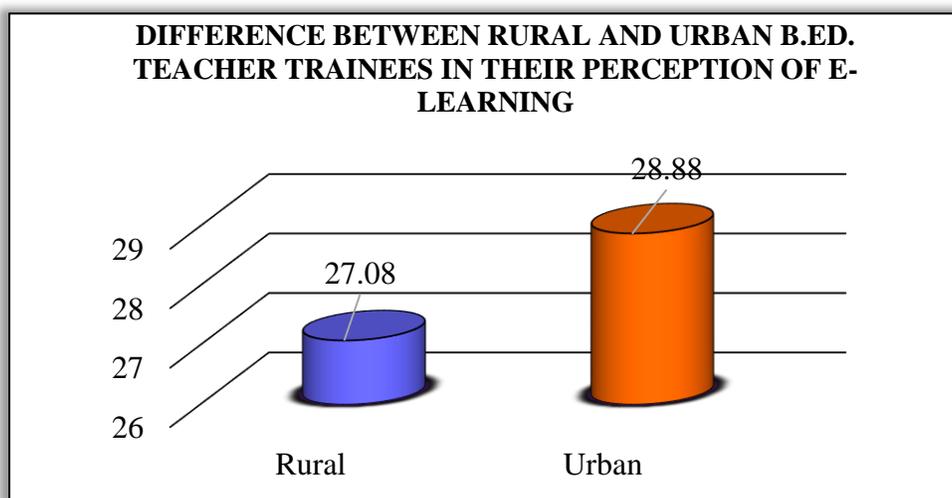
Locality	Number	Mean	SD	't' Value	df	Remarks
Rural	131	27.08	4.572	2.810	198	Significant
Urban	69	28.88	3.810			

(At 0.05 level of significance the table value of t is 1.98)

Table 3 shows the mean value of rural and urban 27.08 and 28.88 respectively with a standard deviation of 4.572 and 3.810. Urban mean scores (M=28.88) are higher than the rural mean score (M=27.08). The calculated "t" value (t=2.810) is greater than the critical values of 1.98 at a 0.05 level of significance with df =198. Hence, the null hypothesis "There is no significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning" is accepted. Therefore, it may be concluded that urban students have more perception of their e-learning than rural students.

**Fig.3**

**DIFFERENCE BETWEEN THE RURAL AND URBAN B.Ed. TEACHER TRAINEES IN THEIR PERCEPTION OF E-LEARNING**



**Hypothesis 3**

There is no significant difference between art and science B.Ed. teacher trainees in their perception of e-learning for the group.

**TABLE 4**  
**DIFFERENCE BETWEEN THE ART AND SCIENCE B.Ed. TEACHER TRAINEES IN THEIR PERCEPTION OF E-LEARNING WITH RESPECT TO GROUP**

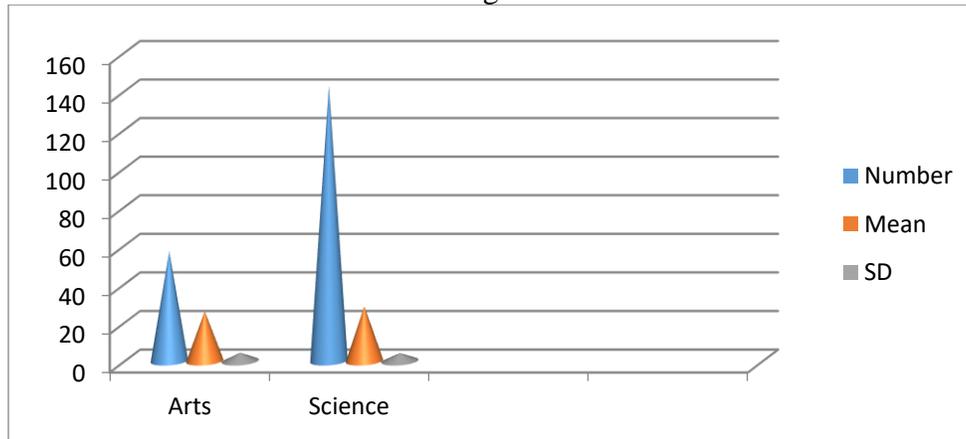
Group	Number	Mean	SD	't' Value	df	Remarks
Arts	57	25.84	4.378	3.903	198	Significant
Science	143	28.44	4.199			

(At 0.05 level of significance the table value of t is 1.98)

The above table 4 shows that the mean value of arts and science is 25.04 and 28.44 respectively with a standard deviation of 4.378 and 4.199. Science students' mean scores

( $M=28.44$ ) are higher than the Arts student's mean score ( $M=25.84$ ). The calculated value ( $t=3.903$ ) is greater than the critical values of 1.98 at a 0.05 level of significance with  $df=198$ . Hence, the null hypothesis “There is no significant difference between art and science B.Ed. teacher trainees in their perception of e-learning with respect to group” is rejected. Therefore, it may be concluded that science students have more perception in their e-learning than arts students.

Fig 4.



**FINDINGS**

1. 14.4% of the B.Ed. teacher trainees have low, 67.7% of them have moderate and 17.9% of them have a high level of perception of e-learning.
2. There is no significant difference between B.Ed. teacher trainee’s male and female students in their perception of e-learning” is accepted.
3. “There is a significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning” Urban mean scores ( $M=28.88$ ) are higher than the rural mean score ( $M=27.08$ ). The calculated” value ( $t=2.810$ ) is greater than the critical values of 1.98 at a 0.05 level of significance with  $df =198$ . Hence, the null hypothesis is rejected. Therefore, it may be concluded that urban students have more perceptions of their e-learning than rural students.
4. There is a significant difference between art and science B.Ed. teacher trainees in their perception of e-learning with respect to group. Science students' mean scores ( $M=28.44$ ) are higher than the Arts student's mean score ( $M=25.84$ ). The calculated value ( $t=3.903$ ) is greater than the critical values of 1.98 at 0.05 level of significance with  $DF=198$ . Hence, the null hypothesis “is rejected. Therefore, it may be concluded that science students have more perception in their e-learning than arts students.

**INTERPRETATION AND DISCUSSION**

The main finding of the study stated that the perception of e-Learning is moderate. Which is a welcomed trend and also the faculties are realizing to utilize modern technology in their learning. The students are realized to know the importance of modern technology in their studies. The findings of the present study reveal that there is a significant difference between rural and urban B.Ed. teacher trainees in their perception of e-learning. Urban students have a higher perception of e-Learning than rural students. Urban students have more exposure to using computers with internet facilities than urban. Urban students have more opportunities to use ICT.

The findings of the present study show that there is no significant difference between B.Ed. teacher trainee’s male and female students in their perception of e-learning.

Findings suggest that before taking an online course, working-class students perceive e-learning systems more positively than their middle-class peers but that little difference exists between genders.

The findings of the present study show that there is a significant difference between art and science B.Ed. teacher trainees in their perception of e-learning with respect to group. Science group students have more opportunities to use ICT, computers with internet facilities than the arts group.

## CONCLUSION

Students can access e-Learning anywhere and at any time of the day. It's "just in time – any time" approach makes the learning process ubiquitous-Learning can be updated instantaneously, making the information more accurate and useful for a longer period. The ability to upgrade e-Learning content easily and quickly and then immediately distribute the new information to users is extremely time-efficient.

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